STUDENTS’ PERCEPTION ON THE IMPLEMENTATION OF THE WEEKLY PUBLIC SPEAKING IN SEKOLAH MENENGAH PERTAMA NEGERI I GODEAN

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By

Heny Ardyaningrum
Student Number: 081214105

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHERS TRAINING AND EDUCATION FACULTY
SANATA DHARMA UNIVERSITY
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Approved by

Advisor

Dr. Retno Muliani. M. Pd

April 8, 2014
A Sarjana Pendidikan Thesis on

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Student Number : 081214105

Defended before the Board of Examiners on May 9, 2014 and Declared Acceptable

Board of Examiners
Chairperson : Paulus Kuswandono, Ph.D.
Secretary : Drs. Barli Bram, M.Ed., Ph.D.
Member : Dr. Retno Muljani, M.Pd.
Member : Paulus Kuswandono, Ph.D.
Member : Drs. Pius Nurwidasa Prihatin, M.Ed., Ed.D.

Yogyakarta, May 9, 2014
Faculty of Teachers Training and Education
Sanata Dharma University

[Signature]

Ph.D.
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Yogyakarta, April 16, 2014  
The Writer  
Heny Ardyaningrum  
081214105
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Nomor Mahasiswa : 081214105

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ABSTRACT


This research investigated the students’ perception on the implementation of the weekly public speaking in *Sekolah Menengah Pertama Negeri 1 Godean*. There are two research problems in this research. The first problem is to study the students’ perceptions on the implementation of weekly public speaking. The second problem is to study the students’ suggestion to improve the implementation of weekly public speaking.

In order to solve the problems, the researcher conducted survey research. The participants were the students of *Sekolah Menengah Pertama Negeri 1 Godean* in the academic year 2012/2013. Sixty-eight of the students were taken as participants in this research. The participants were categorized as the students who experienced the activity of weekly public speaking. The instruments used in this research to obtain the data were questionnaire and interview guideline.

The finding of this research showed that the students’ of *Sekolah Menengah Pertama Negeri 1 Godean* had positive perception toward the implementation of the weekly public speaking. They obtained many advantages from the implementation of the weekly public speaking such they could improve their speaking skills, knowledge, vocabulary, pronunciation, and build self-confidence. However, the students found obstacles while conducting weekly public speaking such us nervousness, mispronunciation, forgot the materials, and difficulties to define topic. The students suggested that the teacher should give detailed evaluation to the speaker, the existence of question and answer session, two speakers every Monday, and the existence of speech contest.

Keywords: perception, weekly public speaking
ABSTRAK


Hasil penelitian ini mengungkapkan bahwa persepsi siswa terhadap implementasi weekly public speaking adalah positif. Siswa mendapatkan beberapa manfaat dari implementasi kegiatan tersebut, antara lain: kegiatan pidato tersebut dapat meningkatkan kemampuan berbicara siswa, meningkatkan wawasan atau pengetahuan siswa, dan menambah kosa-kata siswa. Selain itu, kegiatan pidato juga meningkatkan pengetahuan siswa tentang cara pengucapan kata dan meningkatkan rasa percaya diri siswa. Akan tetapi, siswa masih menemukan kendala dalam kegiatan pidato. Kendala tersebut adalah rasa gugup ketika memberikan pidato, kesulitan cara pengucapan, lupa tentang materi yang akan disampaikan, dan kendala dalam menentukan topik. Siswa juga memberikan saran untuk meningkatkan kegiatan pidato setiap hari Senin, antara lain: guru memberikan evaluasi yang lengkap kepada siswa, disediakannya sesi tanya-jawab, penambahan jumlah pembicara (siswa), dan adanya lomba pidato.

Kata kunci : perception, weekly public speaking
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CHAPTER 1

INTRODUCTION

This chapter discusses the general explanation of the research. It consists of research background, problem formulation, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

English is learned around the world by learners to communicate and interact with others. English is now taught from the elementary school level to the university level. Therefore, most of schools in Indonesia facilitate their students’ with English.

There are four skills to learn in English, namely, reading, listening, speaking, and writing. Some students think that speaking is not easy because it demands some linguistic aspects, such as vocabulary, articulation, pronunciation, and grammar. Therefore, the teachers are challenged to teach English because English is considered not easy and it is not used in daily life conversation.

There are several techniques to teach speaking such as using debates, role-plays, discussions, games, and public speaking. Public speaking itself is a type of oral communication. According to Nikitina (2011) public speaking is a process, an act, and an art of making a speech before an audience. It means that public speaking is a process of delivering the message through speech.
Public speaking is still a new activity for the students of junior high students since the students of Junior High School students have limited background of English. For them, to speak in public might be an activity that can make them scared and nervous because there are many audiences. The reason can be similar to what Elisabeth (2006) states that public speaking is a different matter compared with discussion or interview. In public speaking, the speaker shares his or her views with audiences and often experiences apprehension and nervousness before and during the presentation.

In this case, public speaking is conducted in Sekolah Menengah Pertama Negeri 1 Godean as the weekly public speaking. The purposes of the activity are to build the students’ self-confidence and make the students accustomed to speak English in front of the audiences. The students search any kinds of topics or materials to be delivered in the weekly public speaking. According to Merriam-Webster’s (2008), weekly means happening once a week or every week. In this research, weekly means the public speaking is held every Monday after their flag raising ceremony in the schoolyard. A student stands in front of his or her friends and teachers to deliver a speech in English. The time allocated is five minutes at the maximum. Since the activity is new and yet challenging among junior high school students, the researcher wants to find out the students’ perception toward the weekly public speaking.

The weekly public speaking activity has been carried out for some years in Sekolah Menengah Pertama Negeri 1 Godean. Therefore, most of the students
experienced the weekly public speaking and they have formed perception of this activity. Their perception can be an interesting focus to explore. Thus, this research is concerned with the students’ perception on the implementation of the weekly public speaking in Sekolah Menengah Pertama Negeri 1 Godean.

According to Altman et al. (1985), perception is how an individual interprets the stimuli from the surrounding involving the experience in the past and self-concept. It means that perception is a person’s view of what is seeing about reality. The theory of perception is chosen to obtain the information toward the weekly public speaking from the students in academic year 2012/2013.

Specifically, this study is aimed to investigate students’ perception on the implementation of the weekly public speaking in Sekolah Menengah Pertama Negeri 1 Godean. The students have experienced the weekly public speaking, therefore, they know their needs, strength, and limitation related to the weekly public speaking. Thus, the researcher can also obtain the students’ suggestion to improve the weekly public speaking activity beside their perception on the implementation of the weekly public speaking.

B. Research Problem

Considering the preceding explanation, the researcher is going to find the answers to these two research questions:

1. What is the students’ perception on the implementation of the weekly public speaking in Sekolah Menengah Pertama Negeri 1 Godean?
2. What are the students’ suggestions to improve the implementation of the weekly public speaking in *Sekolah Menengah Pertama Negeri 1 Godean*?

**C. Problem Limitation**

To conduct the research, the researcher focuses and limits the scope of the research. The research focuses on the students’ perception of the weekly public speaking conducted in *Sekolah Menengah Pertama Negeri 1 Godean* every Monday after the flag raising ceremony. The participants are the students of *Sekolah Menengah Pertama Negeri 1 Godean* who conduct the weekly public speaking in the academic year of 2012/2013. The researcher takes 68 students of all the students in *Sekolah Menengah Pertama Negeri 1 Godean* who experienced the weekly public speaking as students.

**D. Research Objectives**

Related to the problem formulation above, there are objectives that has to be accomplished in this study.

1. To find out the students’ perception on the implementation of the weekly public speaking in *Sekolah Menengah Pertama Negeri 1 Godean*.

2. To obtain the students’ suggestions to improve the implementation of the weekly public speaking in *Sekolah Menengah Pertama Negeri 1 Godean*.

**E. Research Benefits**

This study can provide some benefits for English teachers, students of *Sekolah Menengah Pertama Negeri 1 Godean*, and other researchers as described in the following part.
1. **The English teacher of Sekolah Menengah Pertama Negeri 1 Godean**

   This research hopefully can give contribution for teachers. The researcher hopes this research can help the English teacher in implementing the weekly public speaking as a medium to learn English. The research aims at knowing students’ perception on the implementation of the weekly public speaking. The perception can be negative or positive. If the results of the research show that the students have positive perception toward the weekly public speaking, the teachers can collaborate the materials with the curriculum applied in the school. The teacher can take the topic in the curriculum based on the students’ level and chose the topic as the topic of the students’ speech. If the result shows negative perception, the teacher can understand the weaknesses in the weekly public speaking and improve the implementation of weekly public speaking activity. The result of this research also helps the teachers to guide their students in performing the weekly public speaking.

2. **The students of Sekolah Menengah Pertama Negeri 1 Godean**

   The research will be useful for the students of Sekolah Menengah Pertama Negeri 1 Godean. By knowing about how to make a good public speaker, hopefully the students can be aware of the important elements in conducting the weekly public speaking and make themselves well prepared before they give speech in the weekly public speaking. The students can share their feelings and ideas and treat their weaknesses such as nervousness, shy, and afraid. Therefore, they are accustomed to speak in public.
3. Other Researchers

This research provides information to conduct further research related to the topic discussed in this research. Hopefully, the research can inspire other researchers to expand educative innovations and also enhance the global knowledge and references. Then, it can be used as an academic source in how to conduct an effective public speaking.

F. Definition of Terms

To avoid misunderstanding and misinterpretation, the writer feels necessary to define some terms related to the research. The definitions are as follows:

1. Perception

Altman et al. (1985) states that perception as the way stimuli are selected and grouped by a person so that they can be meaningfully interpreted. It is a person’s view of reality. Meanwhile, according to Robbins (2001), perception as a process by which individuals organize and interpret their sensory impressions in order to give meaning to the environment. Perception involves receiving stimuli, organizing the stimuli, and translating or interpreting the organized stimuli to influence behavior and form attitudes such as thought, opinion, and feeling. (Gibson et al, 1985). In this study, perception refers to the Sekolah Menengah Pertama Negeri 1 Godean students’ thought, opinion, and feeling toward the implementation of the weekly public speaking.
2. Public speaking

According to Nikitina (2011), public speaking is a process, an act, and an art of making a speech in front of audiences. Public speaking is a process of delivering the message through speech. According to Olii (2010), public speaking is how the speaker convey a message or idea that wants to be known by the listener. The speaker would like to deliver material that she/he thinks the material is important to the listener. In short, public speaking is the process of delivering the idea from the speaker to the listener. Public speaking involves talking in front of a group of people, usually with some preparation. According to Olii (2010), public speaking is suggested to be learned because it can improve speaking ability especially in public situation. In this research, the weekly public speaking is when a student stands in front of the audience and deliver his or her materials orally after flag raising ceremony every Monday in Sekolah Menengah Pertama Negeri 1 Godean. The setting of the weekly public speaking is on the school yard.

3. Junior High School

According to Mulyasa (1994), the students of junior high school are often identified as an intermediate level between elementary school and senior high school. Junior high school is secondary school that is more advanced than elementary school. The students who have graduated from elementary school have the right to continue their study in junior high school.

Junior high school is a unit form of basic education that runs a three-year education program. The age ranges from 13-15 years old. The students at this level have had enough background knowledge of English since they have learned
English since they were in the elementary school. In this study, junior high school refers to Sekolah Menengah Pertama Negeri 1 Godean.

In short, this chapter presents the information about the research background, research problem, problem limitation, research objectives, research benefits, and definition of terms. All of the information in chapter I is used to decide the related theories regarding the weekly public speaking and perception in the chapter II.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses the review of related literature which will be used in this research in order to answer the problem formulations. It consists of theories that will be used in a further discussion. Theoretical description and theoretical framework are discussed as follows.

A. Theoretical Description

This theoretical description is concerned with theories that are related to the key terms used in this research. They are perception, public speaking, and Communicative Language Teaching (CLT).

1. Perception

According to Robbins (2001), perception is a process by which the individuals organize and interpret their sensory impressions in order to give meaning to their environment. Kreitner and Kinicki (1992) state that “perception is mental and cognitive process that enables us to interpret and understand our surroundings” (p. 126). Huffman and Vernoy (1997) state “perception is the process of selecting, organizing, and interpreting sensory data into usable mental representations of the world. Altman, Valenzi, and Hodgetts (1995) state that perception as the process in which people selected and grouped stimuli, then, the stimuli can be interpreted meaningfully. Perception comes from the way human thinks about what they see or experienced. Our sensors select the data from the stimulus, then interpret or give meaning to the surroundings. Then, the sensory
data will be interpreted as behavioral response or attitudes to the stimuli. In short, perception is a mental process of observing, understanding, and interpreting or responding about particular thing in which a person tries to interpret or translate the signals that he or she had received. The process of forming perception is called the perceptual process.

Each person will have different perception of a similar thing. Perception involves someone’s subjectivity. It happened when two persons faced a particular object (the same object) and the result might be different. The two persons will perceive something based on his or her preferences or dislikes. As stated by Gibson, Donelly, Ivancevich (1985) that each person give meaning to the stimuli received from the surroundings and different person will see or perceive the same particular thing in different meaning.

The process of forming perception can be influenced by someone’s experience in the past. In the past, the students experienced and learned about weekly public speaking. If the students’ goal could not be fulfilled through the weekly public speaking then the students would give bad perception toward the activity. However, if the students’ goal could be fulfilled through the weekly public speaking, the student would perceive positive response. The students’ perception on the implementation of the weekly public speaking will be stronger if they experienced the activity. The students are involved in the weekly public speaking and deliver material orally. Shortly, experience in the past will influence the perception in the future.
Based on Gibson et al. (1985), the process of forming perception involves receiving stimuli, organizing the stimuli, and interpreting or translating the organized stimuli in order to influence behavior and form attitudes such as thought, opinion, and feeling. In Merriam-Webster’s Advanced Learner’s (2008), thought is the act of thinking about or considering something. Opinion is a belief about something and feeling is an emotional reaction towards something.

According to Gibson et al. (1985), there are six factors influencing someone’s perception. The six factors are stereotyping, selectivity, self-concept, situation, needs, and emotions.

a. Stereotyping

Stereotyping is a set of thinking in particular members in a group that is generalized to all members who joined in that group. It means that the people know some information or knowledge in their mind even though they do not know whether it is true or not. In perception on the implementation of weekly public speaking, stereotypes might occur. If the students consider weekly public speaking as a good technique, their mind will set or perceive positively toward weekly public speaking.
b. Selectivity

The stimuli in the surrounding are various, therefore it is impossible to process all the stimuli that exist in the surroundings. The selected stimuli are taken and organized or processed in the brain. The perception is based on something that chosen by the people. People might take important or interested stimuli that make comfortable and ignore stimuli that make them uncomfortable. Therefore, people perceive things differently.

c. Self-concept

Self-concept is the way people see themselves and it will affect the perception about something. The factor that can affect the way people interpret the stimuli is past experience. As stated before that the existence of experience will affect how people see something.

d. Situation

Situation affects the feelings and habits in the daily life (Gibson et al. 1985). Situation affects someone’s feelings and habits, it also affects how someone think about a particular context.

e. Needs

Someone’s needs influence the perception toward something. If someone needs something, he or she will have positive perception on his or her goal to get the needs. Need and expectation influence people in forming perception. It will happen in students’ perception on weekly public speaking.
f. Emotion

Emotion affects someone in forming a perception. Perception formed through experiencing particular thing and it will influence the present and might be future perception. If someone feels happy, he or she will have positive perception on something. Therefore, emotion is taken as a factor influencing perception.

As stated by Gibson et al. (1985), there are several factors which might influence the process of forming perception. They are stereotyping, selectivity, self-concept, situation, needs, and emotions. The way the students stereotype weekly public speaking, how the students’ feel about themselves, the situation during the implementation of weekly public speaking, the students’ need to fulfill his or her expectation, and the students’ emotion affect the perception on the implementation of weekly public speaking.

From the explanation above, it can be concluded that each person has his or her own different perception toward particular thing because the factors influencing the perception may be different. Therefore, in this research, perception refers to the way or process students see, feel, and think about the implementation of weekly public speaking.

2. Public Speaking

a. The definition of public speaking

According to Nikitina (2011), public speaking is a process and an act of making a speech before an audience. Public speaking is a form of communication that present in an oral act. Meanwhile, Olii (2010) stated the process of delivering
message by the speaker to the listeners in front of public. Public speaking occurs when one person speaks in a face to face situation with the audience (Grice and Skinner, 1995). Shortly, public speaking happens when someone stands in front of the audiences or listeners and delivers the ideas or messages to the audience.

Public speaking is a means of communication process as stated by Zarefsky (1996). The speaker and listener participate along in creating shared meaning and understanding. The speaker and listener contribute to the communication event. Message and signals circulate back and forth in a continuous communication process. Based on Grice and Skinner (1995), there are two models of communication. They are linear and interactive model of communication.

The linear model of communication shows three basic elements of communication: a speaker, a message, and a listener. The speaker delivers the message to the listener. This model involves only one message.

There are two weaknesses of this model. The first is the assumption that a person is either a sender or receiver of the messages. It is because the speaker or sources only send the message or ideas while the listener only receives the message. The second weakness of this model is its communication involves only one message. The truth is that there are many messages since there are many communicators involved.

![Linear model of communication](image)

**Figure 2.2 Linear model of communication (Zarefsky, 1996)**
According to Zarefsky (1996), interactive model of communication consists of several elements including the three-element model above. The additional elements are channel, feedback, environment, and noise. Channel or medium refers to the way the message is transformed to the audience. In public speaking, the channel is vibration in the air between speaker and listener (the message could be in any language, put into some code, videotaped, and sign, even by smoke signal).

![Interactive model of communication (Zarefsky, 1996)](image)

Feedback in public speaking refers to response that the listener gives to the speaker. Sometimes it is verbal, as when the listener asks question or give comments during the speech. In most public speeches, the listener gives verbal feedback until the question-and-answer period. Listener also gives nonverbal feedback. Nonverbal feedback is shown by smiling and nodding their heads. (Zarefsky, 1996).

Environment is the physical setting and the occasion for communication. The occasion refers to the reasons why people have assembled. The two factors shape communication environments are: the occasion during the communication
occurs and the physical setting or site where communication occurs. (Zarefsky, 1996)

Noise is anything that disturbs the communication process. According to Grice and Skinner (1995), there are three different forms of noise. The first is physical noise. Physical noise occurs in the physical environment in which people are communicating. For example the noise of sound traffic, the loud whoosh of an air conditioner or a heater, people talking, and laughing. The second is physiological noise. Physiological noise is distractions originating in the bodies of communication. The examples of physiological noise are a bad cold that affects hearing and speech, a headache, growling stomach. The body condition can disturb the focus of communicating with others to think about how uncomfortable we feel. It means that the noise comes for the speakers’ condition. The third is psychological noise. Psychological noise is distractions originating from the thoughts of communication. This noise refers to mental rather than bodily distractions. For example anxiety, worry, daydreaming, even joy can distract our focus while communicating. In short, those are some elements of communication. It consists of the speaker, message, listener, channel, feedback, environment, and noise.

In short, there are two models of communication: linear model and interactive model of communication. The linear model involves only one-way communication or the speaker deliver the material to the listener. Meanwhile, interactive model of communication involves feedback from the listener (two ways of communication in which feedback is provided in this model).
b. The effective public speaking speech

The students are expected to be effective in their speech. It means that the students as speakers should be able to produce an effect to the listeners. They should be able in affecting the way of thinking of people or listeners. What and how the speaker says are very important in the listeners’ mind.

As stated by Runion (1948), the speakers can be considered as ineffective if the speakers bore the listeners with poorly prepared material, particularly the material is not well prepared or arranged. It can be interpreted that the speaker should know the listeners interest or needs and then choose the appropriate topic that is going to present in front of the audience. The speaker should understand the age, size, sex, occupations, interests, religion, and educational status before conducting a speech.

The information about the audience characteristics helps the speaker to select a topic and then develop it for a particular group of listeners (Grice & Skinner, 1995). The topics will be presented should be managed well by the speaker firstly. The ideas or materials can come from experience, reading mass media, television, and any other sources. In short, before conducting a speech or public speaking, the speaker should consider the characteristic of the audience before choosing the topic. It would help the speaker to choose appropriate topics or materials.

c. The Process of Public Speaking

Public speaking is different with speaking in general. In giving a speech, the speaker speaks and delivers the material orally in front of the audience or
listener. According to Grice and Skinner (1995), to be a good public speaker, the speaker should consider some important elements or principles before conducting a speech. They are as follows:

1. Audience

   In every speech or public speaking, the speaker should realize and understand the type of the audience. In public speaking, the speaker should gather information about the audience interests, occupations, age, sex, religion, and educational status in order to make sufficient preparation (Grice & Skinner, 1995). As stated by Runion (1948, p.20), “the students will be helped by knowing of the academic standards of the class, as well as of their interests or hobbies.” The students will also find it helpful to learn the geographical background of their classmates. In short, the speakers should pay attention to the audiences’ characteristics because those will affect to the speech itself. It also helps the speaker to define appropriate materials before conducting a speech.

2. The Purpose of Public Speaking

   Before delivering the public speaking, the speakers should determine the purpose of the speech itself. After the speakers chose the topics or materials, collect the information and then analyze the audience, the speakers should decide the purpose of the speech. According to Grice and Skinner (1995), there are three major purposes of speaking, they are:

   a. To inform
   b. To persuade
   c. To entertain
The speech to inform is a speech designed to convey new or useful information. Zarefsky (1996) stated that the speakers provide the information of ideas to the listeners or audiences. The goal is not to change listeners’ attitudes or behavior but to facilitate their understanding of the subject or topic and retain new information.

The speech to persuade is dealing with something which can persuade the audience to do something. In the beginning the speakers should interest the audience, give sufficient information to justify the opinions and to support the opinions. The speakers should lead the audience into the speakers’ way of thinking by getting the audience’ interest, by giving information, and impressing them, before the speaker are able to persuade them to accept the point of view (Runion:1948)

The speech to entertain is to make pleasurable response in the minds of the audience. The speech is not delivered to be learn by the audience or persuade the listeners, but to make the listener feel happy. The goal of this speech will be accomplished if the audience enjoys the speech (Runion, 1948).

From the explanation above, the students as the speaker can choose one of the purposes of their speech. Before conducting a speech, the speaker should determine the purpose in order to give clarity to the audience.

3. Methods of delivery

Related to public speaking, several methods should be known to every speaker. According to Grice and Skinner (1995), there are four methods of delivery. They are:
a. Impromptu speech

Impromptu speech is speaking without preparation. Impromptu speech is used in informal occasion. An impromptu speech is delivered without any specific preparation. In this method, the speaker is forced to rely upon his general knowledge and ability to think quickly (Runion, 1948). In this speech, the audiences do not expect us to be forceful or well organized, and no needs big preparation.

b. Speaking from memory

Speaking from memory is delivering a speech that is recalled word-for-word form a written text. The speakers prepare a written text and then memorize it word for word. The problem is that if the speech is a long one, the speaker will need hard time to memorize the whole thing. Memorized speech allows a smooth and effortless-looking delivery since the speaker has neither notes nor manuscript. The speaker can concentrate on interacting with the audience. This method of speaking is usually appropriate only for brief speeches, such as introducing another speaker or presetting and accepting an award (Grice & Skinner, 1995).

c. Speaking from manuscript

Speaking from manuscript is delivering a speech from a complete text written word for word and practiced in advance. This speech is difficult to prepare but easy to deliver. The advantage is that the speaker can include as much as detail so that the speaker will not forget the ideas or materials. However, the speaker mostly will look at the text rather that the audiences. This speech does not
take time to practice but also the speakers should consider the eye contact, well-placed pauses while delivering a speech. (Grice & Skinner, 1995).

d. Speaking extemporaneously

Extemporaneously speech does not mean giving a speech without preparation. According to Hasling (1988), an extemporaneously speech is one that is prepared but not written out word for word. The speaker works form an outline, not a manuscript. The speaker only provides elaboration each point in the outlines. Based on Runion (1948), this method permits the speakers to focus on the audience and voice and gestures. Extemporaneous speech allows opportunity for the speaker to watch the audience for signs of fatigue or strained attention.

According to the explanation above, before giving speech the students should determine the method of delivery. As stated by Grice and Skinner (1995), there are four methods of delivery before delivering the speech. The methods are impromptu, memorizing, reading manuscript, and extemporaneous speech. The students as the speakers are able to choose one of the methods before conducting weekly public speaking.

4. The voice in public speaking

According to Zarefsky (1996), there are important points to keep the audience listening of the speech. They are:

a. Volume

Volume refers to loudness. The more the audience, the louder the speech. Any vocal pattern can be monotonous, distracting, no matter how pleasant it
originally sounded. The audiences will not listen to a monotonous speech. Runion (1948, p.87), “no matter how well you may prepare your speech or how good your material, or how graceful your presentation, your speech will not be effective unless you can be heard and understood”. It means that how important of voice is while delivering the speech. The audiences would rather do another thing than listening to the speech. The way to keep the speech interesting and to keep the audience listening is to make change in the use of voice.

How loud the speech depends on the size and shape of the setting and the speakers use microphone or not. As the speaker begins to speak, and then watch listeners’ reactions carefully. Sometimes the speakers use a weak voice. Although the speakers think that the volume is quite loud, if the audiences signal that they cannot hear the voice, then the speakers should increase the volume. On the other words, the speakers should not talk too loudly because it would disturb the audiences’ comfort (Zarefsky, 1996).

b. Pauses

A pause is the periods of brief silence within a speech. According to Zarefsky (1996), periods can be used as emphasizing what has been said by the speaker. While the speaker keeps silent for a moment, the audience think what they have just heard, letting the thought sink in. The second function is to enable the speaker to mark transitions. A chosen pause may say to the audience that the speaker has come to the end of the paragraph or make a transition to another topic. It gives the speaker a chance to prepare the speaker’s thought before moving to the next topic and gives the audience time to digest what have they just heard.
c. Articulation

As stated Zarefsky (1996, p.342), “articulation is precision and clarity in the production of individual vocal sounds.” In other words, articulation is the way where the speakers pronounce or produce sounds. Everyone would have different articulation of the same words. The important point is articulate the words clearly so that the audience hears and understand what is being said.

d. Pronunciation

Pronunciation is sounding of a word in the accepted way or the act of expressing the sounds and accents of words so they conform to accepted standards. Sometimes people find difficulty on how a word should be sounded.

Proper pronunciation is important because mispronunciation will change the meaning and prevent the listeners form sensing the intended meaning. Mispronunciation calls the speakers’ attention rather than to the speech and it reflects negative perception on the speakers’ credibility. Appropriate pronunciation influences the on how the listener judges a speaker and understands the meaning of the words. If the speakers pronounce the words incorrectly, it will change the meaning and (Zarefsky, 1996). Therefore, appropriate pronunciation will be important while giving a speech to avoid misinterpretation from the audience during the speech.

From the reviews above, it can be seen that voice takes an important role in delivering a speech. There are volume, pause, articulation, and pronunciation will affect the speech. The speaker should consider the volume while conducting public speaking. Volume should be considered based on the number of audiences.
Appropriate pauses, articulation, and pronunciation will give the clarity of the speech.

5. The body in public speaking

The voice gives the listener important auditory resources, the body provides and equally valuable set of visual resources. The body is used to enhance the message of the speech. The body in presentation can influence an audience’s first impression of the speaker and willingness to enjoy the speech.

a. Gesture

According to Zarefsky (1996), gesture is the movement of hands and arms during the speech. Such people appear to be tense and unrelaxed while giving speech. The movement of the body will call attention to the audiences. It will decrease the speaker’s purpose. Not all speakers are naturally expressive with the speakers’ hand. Whether the speaker has many gestures or not it does not matter, the problem is that the attention or the movement will not distract the audience attention to the speech. The gestures itself should be natural.

There are number of simple gestures that are easy to use and will look natural to the audience. Holding up fingers to indicate a number of items, drawing the hands toward the body in a welcoming motion, turning the palm out to the audience to suggest “enough,” and rolling a motion with the hands to indicate a process can be called a motivated gesture (Hasling, 1988).
b. Posture

Before the speaker begins to talk in front of the audiences, the listeners are already forming impression of the sort of the speaker. The speaker will not want to do anything to appear unprepared, incompetent, or unreliable.

According to Zarefsky (1996), physical appearance will take part in listeners’ impressions as the speaker approach the stage. The speaker should walk firmly and purposely while entering the podium, take a moment to prepare the thought, and then look directly at the audience then begin to give speech confidently. The speaker also expected to dress slightly more formally than the audience did. The speaker should stand in good position and keep the weight on both feet (do not shifting the weight from one foot to another or pacing back across the room).

6. Facial expression

Facial expression is a powerful element of nonverbal communication whether can heighten or detract from the speech. A smile during the speech means something different from a frown. However, if the speakers keep on smiling during the speech, it seem out not believable and shows no facial expression, it would make the speaker feels bored and unattractive. It is important to videotape of the speaker to review what is saying is consistent with the message or knowing whether facial and verbal expression seem to match (Zarefsky, 1996).

According to Zarefsky (1996), a part of facial expression is eye contact. Eye contact is looking directly at members of the audience. If the speaker does not look at the audience, the speaker will not know whether the audience is
responding or not until the speaker see the audience. Seeing the audience leads the audience feels respected, but if the speaker does not look the audience, they may feel left out.

Based on the definitions, the body in presentation is important to be prepared by the speaker while conducting public speaking. Before conducting the speech, the speakers prepare the way walking firmly and purposely, take a moment to prepare the thought, then look at the audience and begin the speech. The speaker’s postures, gestures, and facial expression affect the speakers’ performance and also affect the audiences’ opinion toward the speakers. Therefore, the students should notice some aspects while conducting weekly public speaking.

d. The Benefits of Public Speaking

Learning public speaking bring positive aspects for those who learn to speak in public. As states by Grice and Skinner (1996, p.3), “studying communication, specifically public speaking, is important to you not only personally but also professionally.”

First, mastering public speaking can help acquire skills important to the success. In conducting public speaking, the activity such as analyzing, researching, organizing, wording, and delivering is used while constructing and delivering the speech. Those points can help the speaker throughout the academic study. Public speaking also helps the speaker to improve career success and advancement by the ability to speak in public.
Second, public speaking can help the speaker become more knowledgeable. Speaking is an active process. It discovers the ideas, shape them into message, and deliver the message using voice and body. The speakers also learn a lot about topics in which the speaker going to speak. By learning how to construct an effective public speech, it will also become a better listening to others’ speeches, oral reports, and this will further increase the learning.

Third, public speaking can help build confidence and self-esteem. By improving presentation skills, it will make someone become self-confident. According to Nikitina (2011), there are several benefits of learning public speaking. They are building self-confidence, improving communication skills, lessening anxiety and fear when speaking in front of others, improving memory, enhancing persuasion ability, and having greater control over emotions and body language.

In short, practicing or giving public speaking will bring several benefits as stated by the experts before. The students will gain advantages after conducting weekly public speaking.

B. Communicative Language Teaching (CLT)

1. The goals of language teaching

According to Richard and Rodgers (2001), Communicative Language Teaching (CLT) seems as an approach that aims to make communication competence. Communicative competence is what the speaker needs to know in order to use language or utterance appropriately. Based on theory, the primary
function of language use is communication. In Communicative Language Teaching, the major point is the interaction as both the means and goal of study.

Communicative competence presents the ability to use language in a social context. According to Richards and Rodgers (2006), there are some characteristics of communicative view of language. The characteristics are language is a system to express meaning, the primary function of language is to allow interaction and communication among people, and the primary units of language are not merely its grammatical and structural features, but the functional and communicative meaning.

a. Learner Roles

Communicative Language Teaching emphasizes on the process of communication rather than mastery of language forms. The focus of Communicative Language Teaching is on the learner. The learner brings preconceptions of what teaching and learning should be like. Learners had to participate in the activity that based on cooperative rather that individualistic approach in learning. In CLT, there is no text, grammar rules, and classroom arrangement, students are expected to interact with the other, and there is no correction of errors. Further, the students should be comfortable with the tasks rather than relying on the teacher’s model. The students participate in the task given by the teacher and practice by themselves without the teacher’s detailed instruction as in weekly public speaking. The teacher’s role is only facilitating and monitoring the activity of weekly public speaking.
b. **Teacher Roles**

The success of the teaching-learning is not far from the teacher or trainer. Bren and Candlin (1980) as cited by Richards and Rodgers (1986) states that in Communicative Language Teaching, there are two roles for teacher: facilitator and monitor. In short, the teacher facilitates and monitors the activity of the process of learning.

2. **Classroom activities**

a. **Accuracy Versus fluency activities**

The goal of Communicative Language Teaching is to develop fluency in language use (Richards and Rodgers, 2006). Fluency is natural use occurring when a speaker engages in meaningful interaction. According to Merriam-Webster online dictionary, fluency is the ability to speak a foreign language easily and smoothly. Fluency is developed by creating activities in which the students must negotiate meaning, use communication strategies, correct misunderstandings, and avoid communication breakdowns. While accuracy focuses on creating correct examples of language use. In short, the teachers are recommended to use both fluency and accuracy activity to support fluency activities. The teacher gives fluency’s task to the students, the teacher could assign accuracy work to deal with grammatical or pronunciation problems while the students carrying out the task as in weekly public speaking.

b. **Information-Gap activities**

Information-gap is an important aspect in communicative language teaching. Information-gap is the fact that in real communication, people
communicate each other to get information they do not possess. This activity is called information-gap in which the students give information to the others which have no information related to the task given by the teacher.

c. Jigsaw activities

These activities are based on the information-gap principle. The class is divided into two groups and each group has part of the information needed to complete an activity. The class must fit the pieced together to complete the whole. The students should use the language resources to communicate meaningfully and take part in meaningful communication practice.

Based on the explanations above, Communicative Language Teaching (CLT) is an approach to language teaching. It is based on the theory that the primary function of language use is communication. The goal is to make the students use language to communicate. The activity requires interaction among students to exchange information. In conclusion, Communicative Language Teaching (CLT) is the use of language to allow interaction and communication.

2. Theoretical Framework

In order to address the research problems, namely students’ perception on the implementation of weekly public speaking and the students’ suggestion to improve the implementation of weekly public speaking, the researcher implemented the main theories as follows.

For the first research problem, the researcher implements the theory of perception by Gibson et al. (1985). The theory of perception is implemented in
order to identify the students’ perception (thought, opinion, and feeling) related to weekly public speaking.

Besides the theory of perception proposed by Gibson *et al.* (1985), the researcher implements the theory of Grice and Skinner (1995) and Zarefsky (1996) to know the students’ process of preparing and delivering the activity of weekly public speaking. The researcher also implements the theory of Nikitina (2011) and also Richard and Rodgers (2006) in order to support the theory proposed by Grice and Skinner (1995) and Zarefsky (1996).

For the second research problem, the researcher implements the theory of public speaking proposed by Grice and Skinner (1995) and Zarefsky (1996). The theory of public speaking will be compared with the students’ implementation of weekly public speaking.

The review of related literature consisted of related theories of perception, weekly public speaking, and Communicative Language Teaching (CLT). All the theories in chapter II is used to design the methods and instruments in order to obtain the data needed by the researcher in chapter III.
CHAPTER III

RESEARCH METHODOLOGY

This chapter is to describe the method used in this research to answer the problem formulations as stated in the introduction. This chapter consists of research method, research setting, research students, instruments, and data gathering technique, data analysis technique, and research procedure.

A. Research Method

This part discusses the method that the researcher used to conduct the research. Firstly, the researcher studied the perception of the students of Sekolah Menengah Pertama Negeri 1 Godean on the implementation of weekly public speaking. Therefore, the researcher used a survey research, which according to Wiersma (1995) is a research technique to measure, or study attitudes, opinions, or achievements in which data are gathered by asking questions to a group of individuals. Afterwards, the survey was also used to obtain data about the students’ suggestion on weekly public speaking in Sekolah Menengah Pertama Negeri 1 Godean.

Specifically, this research was categorized as quantitative research. This research belongs to quantitative research since it is designed to explain the human phenomena namely students’ perception on the implementation of the weekly public speaking. Travers (1965) states that quantitative research uses statistical analysis of word count to understand and explain phenomena.
The first research problem is the students’ perception of the weekly public speaking which were collected through distributing the questionnaire. The second research problem is related with the students’ suggestions to improve the weekly public speaking which were collected through interviews. Therefore, the data of the second research problem would be presented in the form of words (verbal data) to provide more information related to the students’ perception of the weekly public speaking.

B. Research Setting

The research was conducted at Sekolah Menengah Pertama Negeri 1 Godean from January-March 2013. The researcher chose the students of Sekolah Menengah Pertama Negeri 1 Godean as the research students. The researcher distributed the questionnaire on January 21st 2013 and February 11th 2013 for the interview. (Please see Appendix 1)

C. Research Participants

The participants in this research were the students of Sekolah Menengah Pertama Negeri 1 Godean in the academic year 2012/2013. The researcher selected the students who have conducted the weekly public speaking in Sekolah Menengah Pertama Negeri 1 Godean. There were 68 students who experienced weekly public speaking. The researcher chose them as the students because they experienced the weekly public speaking activity.

The researcher chose purposive sampling in order to select the students in this research. According to Ary, Jacobs, Razavieh (2002), purposive sampling
refers to representative of the total students chosen from the population in which the researcher judges that they provide the data needed. In this research, the researcher believed that they were able to give the data needed to the researcher to complete the data.

D. Instruments and Data Gathering Technique

In this research, there were two instruments to collect the data from the students. Those two instruments were used to obtain the data were questionnaire and interview as follow.

1. Questionnaire

Questionnaire is one of data gathering instruments in which the respondents answer several questions or respond in the form of writing (Best & Kahn, 1986). From the statement, it can be seen that instrument is an important role in a research in order to obtain the data from the students.

Questionnaire is divided into two types, close-ended and open-ended. According to Ary, Jacobs, Sorensen (2010) open-ended questions are used where the researcher want to know deeper about the questions. It allows the individual more freedom of response because certain feeling or information may be revealed. While, close-ended questions are used when the researcher hopes for specific answer and the possible responses is limited.

In this research, the researcher used close-ended questionnaire. There were 22 close-ended questions and 2 open-ended questions in the questionnaire. In this research, the researcher used likert scale in the questionnaire. Likert scale is a scale with a number of points that provide ordinal scale measurement.
There are some likert types can be used by the researcher. Ary, Jacobs, Razavieh (2002) state “likert-type items let subjects indicate their responses to selected statements on a continuum, from strongly agree to strongly disagree.” The researcher chose five levels from strongly agree, agree, neutral, disagree, and strongly disagree. (Please see Appendix 3).

Table 3.1 Sample of the Questionnaire Form

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya senang dengan diadakannya Weekly Public Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Interview

In this research, an interview was used to complete the data from the questionnaire. According to Best and Kahn (1986), interview is like an oral questionnaire. Interview provides opportunity to in-depth information and clarifies unclear answers (Wiersma, 1995). In this research, the interview result was used to clarify and strengthen the students’ responses in the questionnaire.

Based on Ary et al. (2002), there are two types of interview: structured and unstructured. The researcher used structured interview in order to get structured data or ordered data needed. The researcher took six students out of sixty-eight students to be interviewed from the same respondents. The researcher chose three students who had positive response and three students who had negative response toward the implementation of the weekly public speaking. Based on Wiersma (1995), the researcher recorded the interview and then typed the recording between the researcher and the students since tape recorder can retain
the entire oral communication. The result of the raw data of open-ended questions was put in the appendix. (Please see Appendix 6).

E. Data Analysis Technique

In the next chapter, the researcher would report and analyze the data. The close-ended part will be reported in the form of percentage and presented in a table. To measure the students’ perception, the researcher used likert scale in the questionnaire. It showed the indicated range of students’ responses. After the researcher got the data from the questionnaire and knew the degree of students’ responses of the scale, which were strongly, agree, agree, neutral, disagree, and strongly disagree. Then, the researcher calculated the number of each statement into percentage. The researcher reported the questionnaire in form of numbers and used a formula to know the score of each scale in a percentage form. The formula is shown as follows.

\[
\frac{\sum x}{\sum n} \times 100\%
\]

\(\sum x\) = the number of students that choose the same scale in each statement

\(\sum n\) = total student

F. Research Procedure

In order to conduct the research, the researcher employed the steps involved in survey research (Ary et al. (2002). Those steps are:

1. Planning

In this step, the researcher defined the problem that attracted the researcher’ interest and determine the topic of the research. The researcher
defined two research problems in this research, they are: “What is students’ perception on the implementation of weekly public speaking in Sekolah Menengah Pertama Negeri 1 Godean” and “What are the students’ suggestions to improve the implementation of weekly public speaking in Sekolah Menengah Pertama Negeri 1 Godean.”

After that, the researcher needed to get the permission letter from the secretariat of the study program (ELESP) by previously getting the approval for doing the research from the thesis supervisor. Next, the researcher copied the permission letter 3 times, one is for the dean, one is for the researcher, and another is for the school. Then, the researcher needed to go to the dean’s office to get the official stamp.

2. Defining the population

The researcher chose Sekolah Menengah Pertama Negeri 1 Godean as the population of this research because this school implemented the activity of weekly public speaking. therefore, the researcher chose this school to do a research about weekly public speaking. The researcher chose all the students of Sekolah Menengah Pertama Negeri 1 Godean in the academic year of 2012/2013.

3. Sampling

In this research, the researcher took sampling by choosing the students’ who experienced conducting weekly public speaking in Sekolah Menengah Pertama Negeri 1 Godean. The researcher used purposive sampling to get the students of this research. the sample taken was based on the goal of this research.
In this research, the researcher employed group-administered questionnaire in which the researcher distribute the questionnaire on a certain student.

4. Constructing the instrument

After the researcher defined the students, the researcher began to construct the instruments to obtain the data needed. In this research, the researcher developed a questionnaire and an interview protocol in this research.

5. Conducting the survey

Having finished constructing the questionnaire, then the researcher distributed the questionnaire in order to get the data from the students. After distributing the questionnaire, the researcher interviewed the students.

6. Analyzing the data

In this step, the researcher analyzed the data gained from the questionnaire and interview. After analyzing the data, the researcher reported the research findings in this research report.

This chapter consisted of the research method, research setting, research participants, instrument, data analysis technique, and research procedure. All the information is used to obtain the data of the research. The result of the research is presented in chapter IV.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

In this research, the researcher presents and discusses the results of the questionnaire and interview. There are two discussions in this chapter. The first discussion is the students’ perception on the implementation of the weekly public speaking. Then, the second discussion is the students’ suggestion to improve the weekly public speaking in Sekolah Menengah Pertama Negeri 1 Godean.

A. The Students’ Perception on the Implementation of the Weekly Public Speaking in Sekolah Menengah Pertama Negeri 1 Godean

This part presents the data to answer the research problem related to the students’ perception on the implementation of the weekly public speaking in Sekolah Menengah Pertama Negeri 1 Godean (Research Problem 1). The data were obtained by distributing the questionnaire consisted of 22 statements toward 68 students. In order to cross check the data obtained from the questionnaire, the researcher presents the data from the interview.

As stated in the methodology, the researcher used close-ended questions to obtain the data. The options used in the questionnaire are strongly agree, agree, neutral, disagree, and strongly disagree. The researcher also used open-ended questions to elicit detailed information of the students’ perception on the weekly public speaking. In addition, the interview result is used to support and clarify the information gained from the questionnaire.
The following is the table to present the data about the students’ perception toward their weekly public speaking. The data was obtained through questionnaire and the data are presented in percentage.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am willing to participate in a weekly Public Speaking</td>
<td>32.35</td>
<td>61.77</td>
<td>5.88</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Weekly public speaking is interesting for me</td>
<td>39.71</td>
<td>54.41</td>
<td>5.88</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>I enjoy with the holding of the Weekly public speaking</td>
<td>33.83</td>
<td>57.35</td>
<td>8.82</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>I am glad that the weekly public speaking is held at my school</td>
<td>30.88</td>
<td>66.18</td>
<td>2.94</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>I agree that the weekly public speaking is used as media of learning English</td>
<td>44.12</td>
<td>52.94</td>
<td>2.94</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Weekly public speaking improves self-confidence</td>
<td>23.53</td>
<td>72.06</td>
<td>2.94</td>
<td>1.47</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Weekly public speaking improves my speaking ability</td>
<td>35.29</td>
<td>61.77</td>
<td>2.94</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>Weekly public speaking improves my vocabulary</td>
<td>26.47</td>
<td>73.53</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>Weekly public speaking improves my pronunciation</td>
<td>36.77</td>
<td>51.47</td>
<td>11.76</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>Weekly public speaking improves my knowledge</td>
<td>48.53</td>
<td>51.47</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.1 presented the students’ perception on the weekly public speaking. Those statements emerged from the theory of Gibson et al. (1985) that perception involved receiving stimuli, organizing the stimuli, and then interpreting the organized stimuli to influence behavior and form attitudes. By experiencing the weekly public speaking, the students might form a perception in which experience took an important role in the process of forming perception toward the weekly public speaking.
The students received the stimuli about the weekly public speaking such as what kind of activity it was and then the stimuli was organized and the last was interpreting the organized stimuli. The students would interpret what they have received as the result of forming perception, whether the students would act positively or negatively toward the weekly public speaking. The data will be presented are as follows.

The result of the first statement presented that 32.35% of the students strongly agreed and 61.77% agreed with the statement of the students’ willingness to join in the weekly public speaking. Meanwhile, as many as 5.88% of the students chose the neutral option. However, none of the students disagreed and strongly disagreed with the statement of willingness to participate or join in the weekly public speaking. The results show that 94.11% of the students agreed that they were willing to participate in the weekly public speaking.

The result of the second statement showed that there were 39.71% of the students strongly agreed and 54.41% of the students agreed that the weekly public speaking was interesting for the students. However, there were 5.88% of the students chose the neutral option to the statements. Meanwhile, none of the students disagreed and strongly disagreed with the statement. It showed that 94.12% of the students agreed that the weekly public speaking was an interesting activity.

The third statement showed similar responses to the previous statements. There were 33.83% of the students strongly agreed and 57.35% of the students agreed that the students enjoy with the weekly public speaking in their school.
Whereas, there were as many as 8.82% of the students chose the neutral option. None of the students disagreed and strongly disagreed with the statement. It showed that 91.17% of the students agreed that the students enjoyed the activity of the weekly public speaking.

The fourth statement showed that 30.88% of the students strongly agreed and as many as 66.18% of the students agreed with the statement that the students felt glad that the weekly public speaking was held in their school. However, there were 2.94% of the students chose the neutral option to the statement. None of the students disagreed and strongly disagreed with the statement. The result showed that 97.06% of the students were glad or happy with the activity of the weekly public speaking in their school.

In order to crosscheck the data obtained from the questionnaire, the researcher interviewed two students. The results of the interview were as follows.

“Senang, Mbak...karena kegiatan ini bisa membantu meningkatkan kemampuan Bahasa Inggris kamu sama berani ngomong di depan banyak orang”
(Student 1: Feb. 11)
(I was glad with the activity because it helped me improving my English skill and made me confident to speak in front of the audiences).

“Senang, Karena pidato ini gak mbosenin sama pengalaman baru bagi saya”
(Student 2: Feb. 11)
(I was glad because this activity did not make me bored and it provided a new experience for me).

Two students of the interview stated that they were glad of having the weekly public speaking. They stated that the weekly public speaking gave them benefits such as improving English skill, improving self-confidence, providing interesting activities, and having new experiences.
The fifth statement was about the students’ agreement that the weekly public speaking was a media of learning English. The result showed that 44.12% of the students strongly agreed and 52.94% of the students agreed that the weekly public speaking was a media of learning English. There were 2.94% of the students chose the neutral option to the statement. Meanwhile, none of the students disagreed and strongly disagreed with the statement of the weekly public speaking as a media of learning English. It showed that 97.06% of the students had positive responses in which the students agreed that the weekly public speaking as a media of learning English. The following data from the interview were presented to support the result from the questionnaire.

“Setuju sekali..karena itu tadi. menurut saya bermanfaat dalam hal meningkatkan kemampuan berbicara Bahasa Inggris dan terbiasa ngomong depan orang banyak” (Student 1: Feb. 11)

(I really agreed and I thought that this activity was useful for increasing speaking skills and made me accustomed to speak in front of the audience)

“Setuju saja. Bagus kok kegiatan ini. karena ini beda sama pelajaran di dalam kelas. biar gak bosan juga belajarnya sama buat variasi belajar Inggris” (Student 3: Feb. 11)

(I agreed. This activity was good because it was different from the learning process in the classroom so we did not feel bored. It provided us a variation in learning English).

The statement of students 1 and 3 showed that the weekly public speaking could be used as a media to learn English. As stated by student 1 that the weekly public speaking could improve speaking ability and made them accustomed to speak in front of the public. It was supported by the student 3 that the process of learning English was different from the process in the classroom. The student 3 also stated that the weekly public speaking could be a variation in learning English.
The result of the sixth statement showed that 23.53% of the students strongly agreed and 72.06% of the students agreed that the weekly public speaking improved their self-confidence. However, the result showed that 2.94% of the students chose the neutral option and 1.47% of the students strongly disagreed with the statement. It could be seen that 95.59% of the students showed their agreement that the weekly public speaking improves their self-confidence. This finding is in line with Grice & Skinner’s statement (1995) that public speaking helps building self-confidence. By practicing public speaking, the speaker can train himself or herself to be confident to speak in front of many people. The results were expressed in the following interview part.

“Bisa menambah Pe De, Mbak. Kan kita disuruh pidato ngomong didepan temen-temen semua. Jadi kalo disuruh maju lagi gorgnya akan berkurang, lama-lama terbiasa ngomong didepan orang banyak” (Student 3: Feb. 11)

(It improved self-confidence. In this activity, we should speak in front of our friends. Therefore, it made us accustomed to speak in front of the audience and lessening our nervousness)

“Ya bisa sih, Mbak sebenernya. tapi aku belum percaya diri ngomong depan orang banyak soalnya baru sekali ini aku pidato”. (Student 5: Feb. 11)

(Actually, it could increase self-confidence. However, I still feel not confident because it was the first time for me delivering my speech).

The opinions were given from the student 3 and student 5. The response of student 3 showed that through the activity his or her self-confidence increased. However, the student 5 gave different response that his or her self-confidence had not increased yet because it was her or his first time speaking in front of the public.
The seventh statement showed that 35.29% of the students strongly agreed and 61.77% of the students agreed with the statement of the weekly public speaking improved their speaking ability. However, 2.94% of the students chose the neutral option. None of the students disagreed and strongly disagreed with the statement. The result of the interview showed that the student also agreed that the weekly public speaking improved their speaking ability.

“Iya, karena kegiatan ini melatih kita bicara di depan umum agar nantinya kita terbiasa ketika ngomong depan orang banyak”. (Student 1: Feb. 11)

(Yes, because this activity trained us to speak in public. Therefore, we would accustomed to deliver speech in public).

The result of the eighth statement was the weekly public speaking improves vocabulary. The result showed that 26.47% of the students strongly agreed and 73.53% of the students agreed with the statement. None of the students chose the neutral, disagree, and strongly disagree options. It showed that all the students agreed that the implementation of the weekly public speaking improved their speaking ability. The result of the interview showed that the student 5 get new words while listening to their friends’ speech and composing the material or text.

“Pas dengerin temenku pidato jadi tau beberapa kata-kata baru mbak sama pas bikin naskahnya jadi tau kata baru juga sih”. (Student 5: Feb. 11)

(While listening to my friends’ speech and composing the material, I knew several new words).

The ninth statement was the weekly public speaking improved pronunciation. The result showed that 36.77% of the students strongly agreed and 51.47% of the students agreed with the statement. Furthermore, 11.76% of the students chose the neutral option. None of the students disagreed and strongly
disagreed with the statement. As stated by the student 2 from the interview that he or she got new information of pronunciation from checking how to pronounce some words in the dictionary while composing the text or material and practicing speech.

“Iya...menurutku, Mbak. Kalau aku pas aku cari kata sama latihan. aku liat pronunciation dikamus gimana cara ngucapinnya” (Student 2: Feb. 11)

(Yes, I knew the pronunciation by checking in the dictionary while composing the text and practicing speech)

The tenth statement of the questionnaire showed that the weekly public speaking improved the students’ knowledge. The result showed that all of the students gave positive response to the statement. The result showed that 48.53% of the students strongly agreed and 51.47% of the students agreed with the statement. None of the students chose the neutral, disagree, and strongly agree options with the statement.

As the result of the interview, the student 3 stated that he or she got new information by selecting and preparing the text also by listening to friends’ speech. The result was also in line with the theory of Communication Language Teaching proposed by Richard (2006). There are several activities related to CLT. One of them is information-gap activity. Information-gap refers to communication in which the students communicate to obtain information that they do not posses. In this research, the students got additional information from their friends’ speech in which the topic delivered would be various. Therefore, the students got information that they may do not posses it. The data of the interview was
presented to support the data from the questionnaire. The data was shown as follows.

“Aku iya. Mbak…nambah wawasan soalnya pas nyiapin sama milih materi kita juga dapat informasi yang baru tentang materi kita sama pas dengerin temen pidato juga bisa tambah pengetahuan” (Student 3: Feb. 11)

(I agreed… it improved my knowledge while selecting and preparing the text. By listening to our friends’ speech, we could get new information from the speech).

Table 4.2 The Students’ Perception on Preparing the Weekly Public Speaking

(The purpose of the Speech)

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Percentage</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>I'm looking for interesting topics to prepare the weekly public speaking</td>
<td>60.29</td>
<td>39.71</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>I determine the purpose of the speech before conducting weekly public speaking</td>
<td>30.88</td>
<td>69.12</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>I determine the goal before conducting the weekly public speaking among other things:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Provide the information to the listeners</td>
<td>0</td>
<td>89.71</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>b. Persuade the listeners</td>
<td>0</td>
<td>10.29</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>c. Entertain the listeners</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.2 showed the students’ perception on preparing the weekly public speaking. The result of the eleventh statement showed as many as 60.29 % of the students strongly agreed and 39.71 % of the students agreed with the eleventh statement in which they were searching for interesting topics to prepare the weekly public speaking. None of the students chose the neutral, disagree, and strongly disagree options. This statement is in line with the theory of Zarefsky (1996). He states that the speaker should choose the topic. The topic itself should
be important and related to the occasion. It means that the student should pay attention to the audience (i.e. who is the audience or the listener?) and occasion (what kind of occasion (i.e. formal or informal, school or business, and any other occasions)). In order to be an effective public speaker, the students should consider some important elements. The first important element is preparing an appropriate and interesting topic. The data of the interview were presented to support the data from the questionnaire. The data were shown as follows.

“Awalnya aku cari topik di TV. Mbak yang bagus ma yang sedang dibahas di TV. misalnya bencana gunung Merapi atau yang sedang diberitain biar menarik”. (Student 2: Feb. 11)

(I searched the topic from the television. I looked for the one that was good and was being widely discusses in the television, for example Merapi disaster).

“Cari diinternet. Mbak mana yang pas buat temen-temen sama yang bermanfaat lalu aku jadiin topik” (Student 4: Feb. 11).

(I defined the appropriate and beneficial topic for my friends through searching in the internet)

The result is in line with the theory of Communicative Language Teaching (CLT) proposed by Richards (2006). The activity of the weekly public speaking has no control from the teacher. The students were free to choose the topic to be delivered in the weekly public speaking. In Communicative Language Teaching, the focus is on the students. The students should actively participate in the activity by searching any topics in the speech without any rules or certain topics from the teacher. Hence, the students are expected to take a responsibility for their own learning by actively participating in the activity such as selecting their own topics.

The twelfth statement was determining the purpose before conducting a speech. The student as a speaker should define the purpose before giving a speech
(Zarefsky, 1995). The data reports 30.88% of the students strongly agreed and 69.12% of the students agreed with the statement of the students determined the purpose before conducting speech. None of the students chose the neutral, disagree, and strongly disagree options.

The thirteenth statement aimed at knowing the purpose of the speech chosen by the students. The result shows 89.71% of the students agreed that they wanted to give information to their friends and 10.29% of the students agreed that they wanted to persuade their friends to do something. None of the students chose entertaining purpose while they delivered a speech. The result showed that the students considered their speech as a way of giving information and persuading their friends based on what the speaker has intended.

As stated by Zarefsky (1995), there are three purposes of speech: giving information, persuading the listener, and entertaining the listener. Before conducting a speech, the speaker should determine the purpose. The step helps the speaker develop the material before giving a speech. Based on the result, the students determined the purpose of the speech before performing. The students used informative speech (giving information) and persuasive speech (persuade the listener to do something) in the weekly public speaking. The goal of informative speech is facilitating the listeners in understanding the subject or idea to retain new information. Meanwhile, persuasive speech is a speech designed to influence listeners’ beliefs or actions (Grice and Skinner, 1995).
The data of the interview showed that student 3 preferred using persuasive purpose in his or her speech. However, student 6 preferred giving information to their friends. The data of the interview were shown as follows.

“Mengajak. Mbak. Karena topikku kemarin tentang mengatur waktu jadi aku pake tujuan mengajak temen-temen. Mbak untuk mengatur waktu mereka” (Student 3: Feb. 11)

(I chose persuading because my previous topic was about managing time therefore I chose that purpose to persuade my friends to manage their time)

“Memberi informasi. Mbak sama temen. Ya karena aku taunya itu. Mbak kasih informasi” (Student 6: Feb. 11)

(I gave information to my friends because the only purpose of speech I knew was giving information)

Table 4.3 The Students’ Perception on Preparing the Weekly Public Speaking
(The Method of Delivery)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td>14</td>
<td>I determine the delivery method before conducting the weekly public speaking</td>
<td>36.76</td>
</tr>
<tr>
<td>15</td>
<td>I specify the delivery methods before conducting the weekly Public Speaking:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No preparation (impromptu speech)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Memorize (Memorizing the speech)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Read the text (Manuscript)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Extemporaneous speech</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.3 presented the students’ delivery method while the students giving a speech. The fourteenth statement was about determining the method of delivery before giving speech in the weekly public speaking. The result showed that as many as 36.76% of the students strongly agreed and 63.23% of the students agreed with the statement of determining the method of delivery before
conducting the weekly public speaking. None of the students chose the neutral, disagree, and strongly disagree options.

The fifteenth statement was the students determined the method of delivery before giving a speech in the weekly public speaking. The data reported that 33.83% of the students agreed of giving a speech through the memory. Then, there were 60.29% of the students agreed that they read a text while giving a speech and 5.88% of the students chose extemporaneous speech.

The result is in line with the theory of Grice and Skinner (1995). They are four methods of delivery. They methods are impromptu speech, memorizing speech, reading from manuscript, and extemporaneous speech. It showed that the students chose one of the delivery methods proposed by Grice and Skinner (1995). The students chose reading a text, memorizing the text, and holding a note (outline) while delivering a speech.

The data of the interview showed that the students mostly chose reading a text while giving a speech, memorizing the materials, and extemporaneous speech in which the students gave a speech by having the outline or important points in order to keep the speech in harmony. In order to support and clarify the data from the questionnaire, the researcher presented the data of the interview. The data of the interview were shown as follows.

“Bawa kertas kecil. Mbak yang isinya poin penting biar enggak lupa tapi sebelumnya aku apalin dulu” (Student 1: Feb. 11)

(I brought a note with important points of my speech in it. However, before conducting the speech. I memorized all the materials).

(I read the text while giving speech, therefore I would not forget all the important point that I had written before).

Table 4.4 Students’ Perception on Delivery of the Weekly Public Speaking

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
<td>A</td>
</tr>
<tr>
<td>16</td>
<td>I use facial expressions (i.e. smile) and eye contact to understand the response of the listeners</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>I use the right movement of hand and foot (postures) to build a positive response when performing</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>I use hand gestures to help in delivering the topic or content</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>I look for the appropriate words (familiar) to be easily accepted</td>
<td>19.12</td>
</tr>
<tr>
<td>20</td>
<td>I checked the pronunciation in English dictionaries</td>
<td>25</td>
</tr>
<tr>
<td>21</td>
<td>I do exercises before performing</td>
<td>30.88</td>
</tr>
<tr>
<td>22</td>
<td>The teacher provides feedback to the students</td>
<td>13.24</td>
</tr>
</tbody>
</table>

Table 4.4 presented the students’ perception on delivery of the weekly public speaking. The sixteenth statement was about facial expression and eye contact while giving a speech in order to help the speakers understand or know the listeners’ responses. The data showed that 30.88% of the students agreed of using facial expression and eye contact during the speech. There were 25% of the students chose the neutral option of this statement and there were 36.76% of the students disagreed with the statement. However, none of the students strongly agreed and strongly disagreed with the statement. The findings were supported with the data from the interview.

“Iya, Mbak…ya biar tau temen-temen merhatiin apa gak. gitu”
(Student 1: Feb. 11)

(Yes…To know whether the listeners paid attention to the speech or not).
“Enggak, karena enggak kepikiran dan malu. jadi hilang materinya”

(Student 2 and Student 3: Feb. 11)

(No, because I had no idea and I were shy to see my friends’ responses).

The two different opinions were given from the student 1 and also student 2 and 3. Student 1 stated that he or she used eye contact to see whether the listeners listening the speech or not. However, student 2 and student 3 had similar responses that they did not use eye contact because he or she was shy while standing on the stage. It could be seen from the result that most of the students did not use eye contact while delivering a speech because they were shy standing in front of the others.

This result is in line with the theory of Grice and Skinner (1995). Grice and Skinner (1995) state that the speaker should pay attention to their facial expression while giving a speech because it determines the listeners’ reaction toward the speaker. “Facial expression must match what you are saying” (Grice and Skinner, 1995: p.261). It means that while the speaker tells a joke and the listener can not stop chuckling. The speaker should smile rather than frowning while giving the speech. Meanwhile, eye contact is a gaze behavior in which a speaker looks at listeners’ eyes (Grice and Skinner, 1995). Eye contact brings messages, confidence, concern, sincerity, interest, and enthusiasm. Lack of eye contact during the speech may signal of disinterest and uncomfortable. Therefore, the speaker cannot see or know the listeners’ responses. Eye contact is also used to check their understanding and evaluation of the message delivered by the speaker.
The seventeenth statement was about the use of appropriate hand and foot (postures) to build positive response toward the speaker. The data presented that 27.94% of the students agreed with the statement and there were 47.06% of the students chose the neutral option. However, 25% of the students disagreed of using appropriate hand and foot (postures) to build response toward the speaker. None of the students strongly agreed and strongly disagreed with the statement.

This finding is in line with the theory of Grice and Skinner (1995). Posture is the position or bearing of a speaker’s body while delivering a speech. The speaker should stand firmly and do not lean upon the desk or lectern. The speaker should avoid shifting the weight from one foot to another or pacing back forth across the room. This unnecessary movement will distract the listeners’ attention to the speaker and the materials. Posture aims to build positive perception toward the speaker. In addition, if the speaker does not stand firmly and shifting weight to one foot, it will lose the listeners’ attention and interest of the speech. Therefore, the students should be able to control their movements while delivering the speech to get the listeners’ attention. The data of the interview shows that the students stand on the stage and some of the students holding the text while delivering the speech. The following data is the result of the interview to support the data from the questionnaire.

“Ya berdiri yang bagus dan sopan tidak slengekan” (Student 3: Feb. 11)
(I stood firmly and politely while giving speech)

The eighteenth statement was the use of gestures to help the speaker deliver the material. The result shows that 29.41% of the students agreed that they used gestures while delivering the material. There were 36.77% of the students
chose the neutral option. However, 33.82% of the students disagreed of using gestures in their speech. None of the students strongly agreed and strongly disagreed with the statement of using gestures to help the speaker deliver the material.

This statement is in line with Grice and Skinner (1995) theory. Gesture is the movements of speaker’s hands and arms during the speech. Gesture is important in verbal messages since it can replace words while giving a speech. The students can use gesture to draw a picture of an object, indicate the size of an object, and point to things such as visual aids. The use of gesture should be natural and spontaneous since it will help the speaker feel relax.

Interview result showed that student 2 used gestures while delivering speech. He or she stated that while delivering the speech, her or his hand would follow the speech automatically. However, student 4, student 5, and student 6 had different perception with the statement. Those students stated that they did not use gestures because they did not have idea of using gestures in speech and they focused on reading the text. The data were shown as follows.

“Enggak pake karena konsentrasi menyampaikan materi ma pegang teks. Mbak” (Student 4: Feb. 11)
(I focused on delivering the material. Therefore, I did not use gestures)

“Enggak juga. Mbak. Gak kepirkan pake gerakan tangan” (Student 5: Feb. 11)
(I had no idea of using gestures)

“Enggak pake gerakan tangan. karena gak tau. Mbak. Jadi. gak pernah pake” (Student 6: Feb. 11)
(I did not use gestures because I did not know the use of gestures in a speech)

The nineteenth statement was about choosing the appropriate words or familiar words in order to be easily accepted by the listeners. The result showed
that there were 19.12% of the students strongly agreed and 54.41% of the students agreed with the statement. Meanwhile, 2.94% of the students chose the neutral option and 23.53% of the students disagreed with the statement. None of the students strongly disagreed with the statement. The data showed that 73.53% of the students agreed that they chose appropriate (familiar) words. The following data were the result of the interview. The students stated that they checked unfamiliar words in the dictionary and chose which one was familiar for their friends. The data were shown as follows.

“Iya. Aku cari dikamus kata mana yang sering dipakai ma sering didengar biar temen-temen tau makannya” (Student 2: Feb. 11)

(Yes…I checked in the dictionary which words were usually used and familiar, therefore, it would be easier for my friends to understand the meaning).

“Iya liat dikamus. tapi hanya yang tidak aku tau. Mbak” (Student 4: Feb. 11)
(Yes…I check some words in the dictionary).

The twentieth statement was checking the pronunciation of words before conducting a speech. The finding showed that 25 % of the students strongly agreed and 57.35% of the students agreed with the statement. There were 17.65% of the students disagreed with the statement that they checked the pronunciation before conducting a speech. However, none of the students chose the neutral and strongly disagree options. In short, there were 82.35% of the students agreed that they checked the pronunciation before giving a speech.

This result is in line with Zarefsky (1996). Pronunciation is important while speaking, moreover in public places. Mispronunciation may alter the meaning or prevent the listeners from sensing the intended meaning. For example, the speaker who wants to say ‘desert’ (gurun pasir) and ‘desert’ (meninggalkan)
should be careful while saying these words because they show different meanings.
The speaker should understand where the speaker put accent to the words.
whether the accent is on the first syllable ['dez.ət] (gurun pasir) or second syllable
[dr'zə:t] (meninggalkan). Mispronunciation also reflects negatively on the
speaker’s credibility. Therefore, the speaker must check the right pronunciation of
the words before giving a speech in order to avoid negative impression to the
speaker.

Beside pronunciation, the use of appropriate words or familiar words is
also important. The students should choose familiar words in order to ease the
their friends’ understanding in grasping the meaning. If the speaker uses difficult
words or unfamiliar words, the listeners may lose its meaning during the speech
because the listeners do not know the exact meaning.

The result of the interview also showed that the student checked the
pronunciation while they composing the text and practicing the speech. The
students checked the pronunciation in the dictionary in order to know the correct
pronunciation.

“iya...tak cek dikamus. Mbak biar pas pidato ngucapin katanya gak salah. ntar
kalo salah temen-temen juga salah yang gak tau” (Student 2: Feb. 11)
(Yes. I checked the correct pronunciation in the dictionary to avoid mispronounce
while giving speech).
“iya...Pas latian aku liat lagi yang aku gak tau ngucapiinya terus jadi tau deh
yang bener” (Student 6: Feb. 11)
(Yes. I checked unknown pronunciation and then I knew the correct
pronunciation).

The twenty-first statement was practicing before giving speech. The result
showed that 30.88% of the students strongly agreed and 64.71% of the students
agreed with the statement. However, 4.41% of the students disagreed with the statement. None of the students chose the neutral and strongly disagree options. The result shows that 95.59% of the students agreed that they practiced before giving a speech.

The twenty-second statement was about the evaluation from the teacher. The result showed that 13.23% of the students strongly agreed and 32.35% of the students agreed with the statement that the teacher gave evaluation of the speech. There were 54.41% of the students disagreed with the statement. Meanwhile, none of the students chose the neutral and strongly disagree options. It showed that 54.41% of the students disagreed that the teacher gave evaluation or feedback to the students. It meant that the teacher rarely or did not give feedback to the students. The result presented that 54.41% of the students disagree with the statement.

The finding is also in line with Richards (1997). In Communicative Language Teaching, the teacher’ task is to monitor and facilitate the weekly public speaking. The teacher’s role is facilitating the activity rather than being a model for correct speech. The students should take a responsibility while delivering a speech in the weekly public speaking. The data of the interview would be presented to clarify the data of the questionnaire. The data were shown as follows.

“Aku enggak dikasih evaluasi tuh. Mbak dari Guru soalnya tidak semua dikasih evaluasi” (Student 4: Feb. 11)

(The teacher did not give evaluation because the teacher only gave evaluation for some of the students)
“Enggak sepertinya. Mbak. Aku gak dikasih evaluasi sama guruku”
(Student 5: Feb. 11)
(It seemed the teacher did not provide evaluation because the teacher did not give evaluation to me)

B. The Students’ Suggestion to Improve the Implementation of the Weekly Public Speaking

This part was to investigate the second research problem. The research problem was to find out the students’ suggestions to improve the implementation of the weekly public speaking in Sekolah Menengah Pertama Negeri 1 Godean.

In order to find out the students’ suggestions, the researcher employed open-ended questions. There were two questions addressed to the students. The first question was to find out the students’ obstacles during the activity of the weekly public speaking. The second question was to find out the students’ suggestion in order to improve the implementation of the weekly public speaking.

The first question was the obstacles while conducting the weekly public speaking. The results showed that most of the students found obstacles in the weekly public speaking. There were five obstacles are found by the students. The first obstacle is the students found difficulty in pronouncing the words. The result was supported with the result of the interview. The finding was as follows.

“Ada….. susah ngucapinnya” (Student 4: Feb. 11)
(Yes…I found difficulty on pronouncing the words)

The second obstacle was the students were nervous while standing in front of their friends. The students felt nervous while they were giving a speech. The result were supported with the data from the interview.
“Ada...nervous. Mbak pas maju” (Student 2: Feb. 11)
(Yes…I felt nervous while delivering the speech)

“Nerves. Mbak didepan ketika tampil pidato” (Student 3: Feb. 11)
(I felt nervous while delivering a speech)

“Mmm...ada sih. Pas maju itu grogi banget. tapi lama-lama jadi gak grogi sih. Mbak” (Student 5: Feb. 11)
(Mmm…I felt very nervous. but I did not nervous anymore)

The students also found that the weekly public speaking was a difficult activity. The students stated that they should prepare the material and translate the material into English.

“Karena sulit, Mbak pidato itu, harus ngomong pake Bahasa Inggris didepan orang banyak lagi” (Student 6: Feb. 11)
(It is difficult to speak English in front of the audiences).

The fourth obstacle was the students forgot the materials while delivering the speech. The result of the interview below was presented to support the finding from the questionnaire.

“Lupa materinya pas tampil didepan kemarin” (Student 6: Feb. 11)
(I forgot the materials while delivering the speech)

The fifth obstacle was the students found difficulty in defining the topic. The students stated that they found difficulty while choosing or defining the topic. The data of the interview would be presented to strengthen the data from the questionnaire.

“....milih topiknya agak susah” (Student 3: Feb. 11)
(I found difficulty while defining the topic)

The second question addressed in the questionnaire was about the students’ suggestion to improve the weekly public speaking. The students gave the suggestion on the implementation of the weekly public speaking after they
students experienced the activity. There were four suggestion from the students in order to improve the weekly public speaking in Sekolah Menengah Pertama Negeri 1 Godean.

First, the students suggested there should be more than one speaker on Monday. The students felt that having two speakers would make them feel relax. It was supported with the student 1 and student 6 that the speaker should be two or three every Monday.

“Mmm...yang maju lebih dari 1 orang, bisa 2 anak tiap kelas biar gak grogi”  
(Student 1: Feb. 11)  
(The speaker could be two every class in order to avoid nervousness)

”Ada tambahan anak yang maju biar gak grogi dan tidak terlalu cepat”  
(Student 4: Feb. 11)  
(The teacher added the speaker in order to reduce the nervousness)

”Ditambah anak yang maju, mungkin bisa 2 anak, jadi ada temennya biar gak grogi banget” (Student 6: Feb. 11)  
(It could be two speakers to reduce the nervousness every Monday)

Second, the students stated that the existence of question and answer session was included in the activity. It was supported with the student 3 that the existence of question and answer session made the students pay attention to the speech.

“Kalo bisa ada tanya jawab. Mbak, biar temen-temen dengerin, gak rame sendiri. soalnya biasanya pada gak merhatiin sama ngobrol ma temen”  
(Student 3: Feb. 11)  
(The existence of question and answer session was important in order to keep the audience pay attention to the speech)

The result showed that the students preferred interaction model of communication proposed by Grice and Skinner (1995). Interactive model of communication provides feedback from the listener. The feedback can be verbal
and non-verbal. In this research, the students preferred verbal feedback from their friends.

“Kalo bisa ada tanya jawab. Mbak biar temen-temen dengerin gak rame sendiri soalnya biasanya pada gak merhatin dan ngobrol sama temen”
(Student 3: Feb. 11).

(It was better to provide question and answer session to make the listeners pay attention to the speech).

Third, the students stated that the teacher should give evaluation or feedback to the students after the speech. The result showed that the teacher rarely gave evaluation to the students. This result was also supported by student 2 that the teacher should give evaluation to their students in order to show their weakness. Hence, the students would know which principles of public speaking should be improved for the next speech. The interview data was presented in order to support the previous findings.

“Mungkin dikasih evaluasi yang detil oleh guru. jadi tau mana yang kurang dan perlu ditingkatkan biar gak diulangi lagi pas maju”
(Student 2: Feb. 11)
(The teacher might gave detail evaluation to the students in order to show what should be improved for the next speech)

Fourth, the students suggested the teacher to hold a speech contest every semester to improve their English ability. The students suggested that the existence of speech contest was good to improve the implementation of the public speaking and also the students’ speaking skill.

This chapter presents the data from the questionnaire and it is supported with the data from the interview. The data presented in this chapter is concluded in the chapter V.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of conclusions and recommendations. After the researcher presents the data gathered and analysis, the researcher draws conclusions. The recommendations part will present the suggestion for the students, teachers, and future researchers.

A. Conclusions

This research is conducted to find out the students’ perception on the implementation of the Weekly Public Speaking in Sekolah Menengah Pertama Negeri 1 Godean and the students’ suggestion to improve the implementation of the weekly Public Speaking.

The conclusion derived from this research is that the students of Sekolah Menengah Pertama Negeri 1 Godean had positive perception towards the implementation of the weekly public speaking. The students felt pleased with the activity and agreed that the activity was held in their school. Students also showed that the weekly public speaking gave benefits for the students. Weekly public speaking did not only improve the students’ self-confidence but also their English speaking ability. The implementation of the weekly public speaking also improves their knowledge, increases their vocabulary, and improves the correct pronunciation. Students also agreed that the weekly public speaking could be used as an English language learning media.

Several steps of the weekly public speaking implementation were employed by the students. However, several points need to be considered in order
to be an effective public speaker as stated by the expert previously. They are gestures, postures, eye contact, topic selection, pronunciation, nervousness, and mastery of the material.

According to the students’ experience, there were some suggestions to improve the weekly public speaking in Sekolah Menengah Pertama Negeri 1 Godean. Firstly, the students stated that the speaker should be more than one (two or three speakers were better) each week. Secondly, in order to make the speech more interesting, the students suggested the existence of question and answer session. Thirdly, after conducting the weekly public speaking, the teacher was expected to give evaluation. Detailed evaluation on the students’ performance would be beneficial for the students’ improvement on public speaking. Lastly, the students suggested that the teacher held a speech contest every semester as a way to show their speaking ability especially in public speaking.

B. Recommendations

The researcher would like to give some recommendations to the students of Sekolah Menengah Pertama Negeri 1 Godean, the teacher of Sekolah Menengah Pertama Negeri 1 Godean, and future researchers.

1. The students of Sekolah Menengah Pertama Negeri 1 Godean

A speaker has big responsibility to make the audience understand about the material delivered. Preparation is really needed before conducting a speech. The selection of the topic should be appropriate to the audience, the level of audience, and the occasion of a speech. The students should select the purpose and
the method of delivery while preparing a speech. Clear explanation and pronunciation is important in order to ease the listeners grasp the meaning. The students should consider having good confidence, postures, gestures, and eye contact. The gestures and eye contact can support the success of a speech. Appropriate gestures and eye-contact can also allow the speaker to see the listeners’ responses toward the speech. Practicing before giving a speech will help the speaker speak more fluently and improve quality of the content.

2. The teacher of Sekolah Menengah Pertama Negeri 1 Godean

As the result of this research, the students show the positive perception toward the weekly public speaking. The activity was effective to improve students’ speaking ability. Therefore, the teacher should take role in the activity by providing explanation and train the students how to make an effective speaker. Explanation and example can be given to the students in the beginning of the semester.

In order to improve the students’ ability in a speech, the teacher should give detail evaluation for each student. The evaluation is not merely about praising (‘good’, ‘awesome’), but in detail evaluation such as the students’ gestures, postures, eye contact, or any correction related to the quality of the speech. Furthermore, teacher should present during the students’ speech in order to make sure that the other students’ pay attention to the speakers.

The result of this research toward the weekly public speaking is positive. Since the weekly public speaking brings positive benefits, the teacher can elaborate the topics based on the curriculum implemented in the school.
3. For future researchers

The researcher recommends to future researcher to have deeper research related to the implementation of the weekly public speaking to enrich the existing research. The future researchers can conduct further research about the weekly public speaking in any level, not only in junior high school students. The future researcher might investigate deeper research such as the effectiveness of the weekly public speaking as a learning media.

All the result data from the questionnaire and the interview is presented in chapter IV. This chapter consisted of the conclusion of all the result of the research.
REFERENCES


APPENDICES
APPENDIX 1

Letter of Permission
Nomor: 021/Pult/Kajur/IPBS/ j/2013

Hal: Permohonan Ijin Penelitian

Kepada

Yth. Ibu Kepala Sekolah SMP Negeri I Godean

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama: Heny Ardyaningrum
No. Mahasiswa: 081214105
Program Studi: Pendidikan Bahasa Inggris
Jurusan: Pendidikan Bahasa dan Seni
Fakultas: Keguruan dan Ilmu Pendidikan
Semester: 10 (sepuluh)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi/Makalah, dengan ketentuan sebagai berikut:

Lokasi: SMP Negeri I Godean
Waktu: Januari - Maret 2013
Topik/Judul: Study of the Students Perception on Weekly Public Speaking in SMP Negeri I Godean

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 30 Januari 2013

Dekan,
Jurusan Pendidikan Bahasa dan Seni

[Signature]

[NIP: 1680]

Tembusan Yth:
1. 
2. Dekan FKIP
APPENDIX 2

The Questionnaire Blueprint
### Questionnaire Blueprint

<table>
<thead>
<tr>
<th>Types of Question</th>
<th>No</th>
<th>Theories</th>
<th>Perception (Thought/Opinion/Feeling)</th>
<th>Statements or Questions</th>
<th>Research Problem</th>
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<td>2</td>
<td>Gibson et al (1985)</td>
<td>Feeling</td>
<td>Kegiatan <em>Weekly Public Speaking</em> menarik bagi saya</td>
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<td>Feeling</td>
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<td></td>
<td>Opinion</td>
<td><em>Weekly Public Speaking</em> meningkatkan kemampuan berbicara Bahasa Inggris saya</td>
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<td>8</td>
<td>Nikitina (2011)</td>
<td>Opinion</td>
<td><em>Weekly Public Speaking</em> menambah jumlah kosakata (vocabulary) Bahasa Inggris saya</td>
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<td>Opinion</td>
<td><em>Weekly Public Speaking</em> meningkatkan pengetahuan tentang cara pengucapan (pronunciation) kata yang benar</td>
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</table>

**Students’ Perception on Preparing *Weekly Public Speaking***

<p>|                               | 11 | Richards (2006) | Opinion | Saya mencari topik yang menarik untuk mempersiapkan <em>Weekly Public Speaking</em> |                  |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Source</th>
<th>Opinion</th>
<th>Paragraph</th>
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<tr>
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<td>Zarefsky (1996)</td>
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<td>Zarefsky (1996)</td>
<td>Opinion</td>
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<td>b. Menghimbau/mengajak pendengar</td>
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<td>c. Menghibur pendengar</td>
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<td>b. Ingatan</td>
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<td>c. Membaca teks</td>
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<td>d. Menjabarkan kerangka teks</td>
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<td>Students’ Perception on Delivering <em>Weekly Public Speaking</em></td>
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<td>16</td>
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<td>Saya menggunakan pandangan mata (eye contact) untuk mengetahui tanggapan dari teman-teman dalam <em>Weekly Public Speaking</em></td>
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<td>17</td>
<td>Grice &amp; Skinner (1995)</td>
<td>Opinion</td>
<td>Saya menggunakan gerakan tangan dan kaki (postures) yang tepat untuk membangun tanggapan positif dalam <em>Weekly Public Speaking</em></td>
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*PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI*
APPENDIX 3

The Questionnaire
KUESIONER
Nama : __________________


Informasi yang anda berikan akan sangat berguna dalam penelitian ini. Oleh karena itu, kesediaan dan kejujuran anda sangat diharapkan dalam mengisi kuesioner ini.

**A. Berikan tanda (✓) pada kolom yang tersedia di bawah ini berdasarkan tanggapanmu**

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<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Saya menggunakan gerakan tangan dan kaki (postures) yang tepat untuk membangun tanggapan positif dalam <em>Weekly Public Speaking</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Saya menggunakan gerakan tangan (gestures) untuk membantu penyampaian materi dalam <em>Weekly Public Speaking</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Saya menggunakan kata-kata yang sesuai (familiar) agar mudah diterima dalam <em>Weekly Public Speaking</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Saya mengecek cara pengucapan kata (pronunciation) dalam <em>Weekly Public Speaking</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Saya berlatih sebelum tampil berpidato dalam <em>Weekly Public Speaking</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Guru memberikan evaluasi dalam <em>Weekly Public Speaking</em></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. Jawablah pertanyaan-pertanyaan di bawah ini sesuai dengan pendapatmu.**

1. **Adakah kendala yang kamu temui selama mengikuti kegiatan *Weekly Public Speaking*? Sebutkan!**
   
2. **Berikan saranmu untuk meningkatkan kegiatan *Weekly Public Speaking*!**
APPENDIX 4

The Questionnaire Results
The Questionnaire Results
The Result of the Questionnaire on Close-Ended Questions in Percentage

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>Sangat Setuju</th>
<th>Setuju</th>
<th>Netral</th>
<th>Tidak Setuju</th>
<th>Sangat Tidak Setuju</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students’ Perception on Weekly Public Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Saya bersedia untuk mengikuti kegiatan <strong>Weekly Public Speaking</strong></td>
<td>32,35</td>
<td>61,76</td>
<td>4,41</td>
<td>0</td>
<td>0</td>
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<tr>
<td>2</td>
<td>Kegiatan <strong>Weekly Public Speaking</strong> menarik bagi saya</td>
<td>39,71</td>
<td>54,41</td>
<td>5,88</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Saya menikmati kegiatan <strong>Weekly Public Speaking</strong></td>
<td>33,82</td>
<td>57,35</td>
<td>8,82</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Saya senang <strong>Weekly Public Speaking</strong> diadakan di sekolah saya</td>
<td>30,88</td>
<td>66,18</td>
<td>2,94</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Saya setuju <strong>Weekly Public Speaking</strong> sebagai media pembelajaran Bahasa Inggris</td>
<td>44,12</td>
<td>52,94</td>
<td>2,94</td>
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<tr>
<td>6</td>
<td><strong>Weekly Public Speaking</strong> menambah rasa percaya diri saya</td>
<td>23,53</td>
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<td>2,94</td>
<td>1,47</td>
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<tr>
<td>7</td>
<td><strong>Weekly Public Speaking</strong> meningkatkan kemampuan berbicara Bahasa Inggris saya</td>
<td>35,29</td>
<td>66,18</td>
<td>2,94</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td><strong>Weekly Public Speaking</strong> menambah jumlah kosakata (vocabulary) Bahasa Inggris saya</td>
<td>26,47</td>
<td>73,53</td>
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</tr>
<tr>
<td>9</td>
<td><strong>Weekly Public Speaking</strong> meningkatkan pengetahuan tentang cara pengucapan (pronunciation) kata yang benar</td>
<td>36,76</td>
<td>51,47</td>
<td>11,76</td>
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<td>0</td>
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<tr>
<td>10</td>
<td><strong>Weekly Public Speaking</strong> menambah wawasan saya</td>
<td>48,53</td>
<td>51,47</td>
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<td>Students’ Perception on Preparing Weekly Public Speaking</td>
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</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Saya mencari topik yang menarik untuk mempersiapkan <em>Weekly Public Speaking</em></td>
<td>60,29</td>
<td>39,71</td>
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<td>0</td>
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<tr>
<td>12</td>
<td>Saya menentukan tujuan pidato dalam <em>Weekly Public Speaking</em></td>
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<tr>
<td>13</td>
<td>Saya menentukan tujuan pidato dalam <em>Weekly Public Speaking</em></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>a. Memberikan informasi kepada pendengar</td>
<td>0</td>
<td>89,71</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td></td>
<td>b. Menghimbau/mengajak pendengar</td>
<td>0</td>
<td>10,29</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>c. Menghibur pendengar</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>14</td>
<td>Saya menentukan metode penyampaian dalam <em>Weekly Public Speaking</em></td>
<td>36,76</td>
<td>63,23</td>
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<tr>
<td>15</td>
<td>Saya menentukan metode penyampaian, antara lain :</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Tanpa persiapan</td>
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<td>b. Ingatan</td>
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<td>33,82</td>
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<tr>
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<td>c. Membaca teks</td>
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<td>60,29</td>
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<tr>
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<td>d. Menjabarkan kerangka teks</td>
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<td>5,88</td>
<td>0</td>
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<table>
<thead>
<tr>
<th></th>
<th>Students’ Perception on Delivering Weekly Public Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Saya menggunakan pandangan mata (eye contact) untuk mengetahui tanggapan dari teman-teman dalam <em>Weekly Public Speaking</em></td>
</tr>
<tr>
<td>17</td>
<td>Saya menggunakan gerakan tangan dan kaki (postures) yang tepat untuk membangun tanggapan positif dalam <em>Weekly Public Speaking</em></td>
</tr>
<tr>
<td>18</td>
<td>Saya menggunakan gerakan tangan (gestures) untuk membantu penyampaian materi dalam <em>Weekly Public Speaking</em></td>
</tr>
<tr>
<td>19</td>
<td>Saya menggunakan kata-kata yang sesuai (familiar) agar mudah diterima dalam <em>Weekly Public Speaking</em></td>
</tr>
<tr>
<td>No</td>
<td>Questions</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>20</td>
<td>Saya mengecek cara pengucapan kata (pronunciation) dalam Weekly Public Speaking</td>
</tr>
<tr>
<td>21</td>
<td>Saya berlatih sebelum tampil berpidato dalam Weekly Public Speaking</td>
</tr>
<tr>
<td>22</td>
<td>Guru memberikan evaluasi dalam Weekly Public Speaking</td>
</tr>
</tbody>
</table>

The Result Data of Open-Ended Questions in the Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adakah kendala yang kamu temui selama mengikuti kegiatan Weekly Public Speaking?</td>
<td>Ada :</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pengucapan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nervous/grogi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sulit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lupa materi ketika tampil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sulit menentukan topic</td>
</tr>
<tr>
<td></td>
<td>Tidak:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sudah terbiasa tampil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mempersiapkan dengan baik</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sering maju lomba</td>
</tr>
<tr>
<td>2</td>
<td>Berikan saranmu untuk meningkatkan kegiatan Weekly Public Speaking!</td>
<td>Pembicara lebih dari 1 anak setiap tampil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ada sesi tanya jawab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guru lebih banyak memberikan masukan setelah tampil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diadakan lomba setiap semester</td>
</tr>
</tbody>
</table>
APPENDIX 5

The Interview Guideline
# THE INTERVIEW GUIDE

<table>
<thead>
<tr>
<th>No</th>
<th>Pertanyaan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apakah kamu senang dengan kegiatan Weekly Public Speaking? Mengapa?</td>
</tr>
<tr>
<td>2</td>
<td>Apakah kegiatan Weekly Public Speaking itu mudah atau susah? Mengapa?</td>
</tr>
<tr>
<td>3</td>
<td>Apakah kamu setuju Weekly Public Speaking diadakan disekolahmu? Mengapa?</td>
</tr>
<tr>
<td>4</td>
<td>Apakah kegiatan Weekly Public Speaking dapat meningkatkan rasa percaya diri? Jelaskan!</td>
</tr>
<tr>
<td>5</td>
<td>Apakah kegiatan Weekly Public Speaking dapat meningkatkan kemampuan berbicara? Jelaskan!</td>
</tr>
<tr>
<td>6</td>
<td>Apakah kegiatan Weekly Public Speaking dapat menambah jumlah kosakata/vocabulary? Jelaskan!</td>
</tr>
<tr>
<td>7</td>
<td>Apakah kegiatan Weekly Public Speaking dapat meningkatkan pengetahuan tentang pelafalan/pronunciation yang benar? Mengapa?</td>
</tr>
<tr>
<td>8</td>
<td>Apakah kegiatan Weekly Public Speaking dapat menambah wawasan pengetahuan? Mengapa?</td>
</tr>
<tr>
<td>9</td>
<td>Bagaimanakah proses kamu mencari topik? Jelaskan!</td>
</tr>
<tr>
<td>10</td>
<td>Apakah tujuan dari topik yang kamu pilih? Mengapa?</td>
</tr>
<tr>
<td>11</td>
<td>Apakah metode pidato yang kamu gunakan ketika menyampaikan materi? Mengapa?</td>
</tr>
<tr>
<td>12</td>
<td>Apakah kamu melihat teman-temanmu ketika kamu menyampaikan pidato? Mengapa?</td>
</tr>
<tr>
<td>13</td>
<td>Apakah kamu menggunakan gerakan tangan ketika menyampaikan materi? Jelaskan!</td>
</tr>
<tr>
<td>14</td>
<td>Bagaimanakah sikapmu ketika menyampaikan pidato? Jelaskan!</td>
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</tbody>
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*PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI*
<table>
<thead>
<tr>
<th>Students’ perception on delivering Weekly Public Speaking</th>
<th>15</th>
<th>Apakah kamu mencari kata-kata yang mudah dimengerti oleh teman-temanmu? Jelaskan!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>Apakah kamu mengecek pelafalan atau pronunciation kata yang belum kamu mengerti? Jelaskan!</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Adakah kendala yang kamu temui terkait kegiatan Weekly Public Speaking?</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Apakah gurumu memberikan evaluasi terkait kegiatan Weekly Public Speaking? Jelaskan!</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Berikan saranmu untuk meningkatkan kegiatan Weekly Public Speaking!</td>
</tr>
</tbody>
</table>
APPENDIX 6

The Interview

Transcripts
Interview Transcripts

(Student 1)

1. Bagaimanakah perasaanmu terhadap kegiatan Weekly Public Speaking ini? Mengapa?
   Seneng, Mbak. Karena kegiatan ini bisa membantu meningkatkan kemampuan Bahasa Inggris kamu sama berani ngomong didepan banyak orang

2. Apakah kegiatan Weekly Public Speaking itu mudah atau susah ? Mengapa?
   Ya lumayan susah, Mbak. Karena kegiatan ini belum pernah diadakan sebelumnya, jadi belum paham dan terlatih.

3. Apakah kamu setuju Weekly Public Speaking diadakan disekolahmu? Mengapa?
   Setuju. Ya, karena itu tadi, menurut saya bermanfaat dalam hal meningkatkan kemampuan berbicara Bahasa Inggris, Mbak dan terbiasa ngomong depan orang banyak.

4. Apakah kegiatan Weekly Public Speaking dapat meningkatkan rasa percaya diri? Jelaskan!
   Menurut saya iya, karena kan pas maju mungkin kita merasa malu dan takut, tapi setelah maju ke depan rasa malu, takut tadi menghilang. Jadi biaya aja pas maju.

5. Apakah kegiatan Weekly Public Speaking dapat meningkatkan kemampuan berbicara? Jelaskan!
   Yaa karena kegiatan ini melatih kita bicara di depan umum agar nantinya kita terbiasa ketika ngomong depan orang banyak.

   Bisa, Mbak. Kan kalau kita pas membuat pidato, kita mencari kata yang tidak tau dikamus, jadi kosakatanya bertambah.
7. Apakah kegiatan Weekly Public Speaking dapat meningkatkan pengetahuan tentang pelafalan/pronunciation yang benar? Mengapa?
   Bisa menurutku. Dengan kita melihat ke kamus dan lihat cara pengucapan, saya bisa tau, Mbak cara pengucapan yang benar
8. Apakah kegiatan Weekly Public Speaking dapat menambah wawasan pengetahuan? Mengapa?
   Setuju, Mbak saya. Karena ketika dapat jatah pidato, saya mencari materi, jadi dari situlah saya dapat wawasan baru.
   Pertama kali saya cari topik e, Mbak entah di TV atau Koran, lalu saya pilih yang menarik dan buat materi pidato
10. Apakah tujuan dari topik yang kamu pilih? Mengapa?
     Memberi informasi, Mbak. Karena yang simpel, Mbak dan mudah dipahami
11. Apakah metode pidato yang kamu gunakan ketika menyampaikan materi? Mengapa?
     Bawa kertas kecil, Mbak yang isinya poin penting biar gak lupa, tapi sebelumnya aku apalin dulu
12. Apakah kamu melihat teman-temanmu ketika kamu menyampaikan pidato? Mengapa?
     Iya, Mbak. Yaa biar tau temen-temen merhatiin apa gak, gitu
13. Apakah kamu menggunakan gerakan tangan ketika menyampaikan materi? Jelaskan!
     Gak, Mbak. Karena tidak kepikiran dan tidak tau
     Berdiri tegak sambil mambawa kertas, Mbak
15. Apakah kamu mencari kata-kata yang mudah dimengerti oleh teman-temanmu? Jelaskan!
     Iya. Kalo aku Cuma pake kata-kata yang sering aku denger
16. Apakah kamu mengecek pelafalan atau pronunciation kata yang belum kamu mengerti? Jelaskan!
Iya, Mbak….biar pas maju tidak salah ngucapin dan gak diketawain temen-temen

17. Adakah kendala yang kamu temui terkait kegiatan Weekly Public Speaking?
Mungkin malu, Mbak pas didepan itu sama takut salah

18. Apakah gurumu memberikan evaluasi terkait kegiatan Weekly Public Speaking? Jelaskan!
Iya, Mbak pas udah selesai, guru memberi masukan. ‘Ya, Bagus pidatomu’ seperti itu

Mmm..yang maju lebih dari 1 orang, bisa 2 anak tiap kelas biar gak grogi
(Student 2)

1. Bagaimanakah perasaanmu terhadap kegiatan Weekly Public Speaking ini? Mengapa?
   Senang, Mbak karena pidato ini gak mbosenin sama pengalaman baru bagi saya

2. Apakah kegiatan Weekly Public Speaking itu mudah atau susah? Mengapa?
   Menurutku mudah, Mbak, asalkan dipersiapkan dan latihan sebelum maju

3. Apakah kamu setuju Weekly Public Speaking diadakan disekolahmu? Mengapa?
   Iya, setuju. Karena dapat banyak manfaat dari kegiatan ini Mbak dan menurutku kegiatan ini bagus

4. Apakah kegiatan Weekly Public Speaking dapat meningkatkan rasa percaya diri? Jelaskan!
   Iya,,dengan kita maju didepan orang banyak atau teman kita, nantinya kita akan terlatih tau terbiasa ngomong depan banyak orang

5. Apakah kegiatan Weekly Public Speaking dapat meningkatkan kemampuan berbicara? Jelaskan!
   Iya, ya kan pidato itu melatih kemampuan berbicara khususnya didepan banyak orang.. jadi meningkat kemampuan bicara Bahasa Inggris nya

   Bisa dari membuat materi disitu kita dapat kosakata baru pastinya dan pas ndengerin temen kita lagi pidato, bisa juga tambah vocab nya

7. Apakah kegiatan Weekly Public Speaking dapat meningkatkan pengetahuan tentang pelafalan/pronunciation yang benar? Mengapa?
   Iya menurutku,Mbak kalu aku pas aku cari kata dan latian, aku liat pronunciation di kamus gimana cara ngucapinya.

8. Apakah kegiatan Weekly Public Speaking dapat menambah wawasan pengetahuan? Mengapa?
   Mmm...Iya, bisa Ya dengan denger temen lain pidato jadi tambah informasi yang baru. Kalau belum tau jadi bisa menambah wawasan
   Awalnya aku cari topic di TV, Mbak yang bagus ma yang sedang dibahas di TV, misalnya bencana gunung Merapi atau yang sedang diberitain biar menarik.

10. Apakah tujuan dari topik yang kamu pilih? Mengapa?
    Memberikan informasi, Mbak. Aku pilih itu karena mudah dan paling sering digunakan.

11. Apakah metode pidato yang kamu gunakan ketika menyampaikan materi?
    Mengapa?
    Menghafal, Mbak…biar gak lupa, Mbak kalau baca teks sama gak bakalan keliwatan poinnya.

12. Apakah kamu melihat teman-temanmu ketika kamu menyampaikan pidato?
    Mengapa?
    Sedikit, Mbak …soalnya malu, Mbak sama baca teks jadi gak liat temen-temen.

13. Apakah kamu menggunakan gerakan tangan ketika menyampaikan materi?
    Jelaskan!
    Kadang-kadang, Mbak. Biasanya kalo udah ngomong tu tangannya dengan sendiri ikut gerak ngepasin materinya, Mbak.

    Sikapnya…ya….tegap berdiri, Mbak sambil baca teks.

15. Apakah kamu mencari kata-kata yang mudah dimengerti oleh teman-temannya? Jelaskan!
    Iya, aku cari dikamus kata mana yang sering dipakai ma sering didengar biar temen-temen tau maknanya.

16. Apakah kamu mengecek pelafalan atau pronunciation kata yang belum kamu mengerti? Jelaskan!
    Iya…tak cek dikamus, Mbak biar pas pidato ngucapin katanya gak salah ntar kalo salah temen-temen jadi salah yang gak tau.

17. Adakah kendala yang kamu temui terkait kegiatan Weekly Public Speaking?
    Ada…nervous, Mbak pas maju.
18. Apakah gurumu memberikan evaluasi terkait kegiatan Weekly Public Speaking? Jelaskan!
   Gak, Mbak. Aku kemarin gak dikasih evaluasi sama guruku
   Mungkin dikasih evaluasi yang detil oleh guru. Jadi, tau mana yang kurang dan perlu ditingkatkan biar gak diulangi lagi pas maju
(Student 3)
1. Apakah kamu senang dengan kegiatan Weekly Public Speaking? Mengapa?
   Iya, soalnya asik dan membantu belajar Bahasa Inggris, Mbak
2. Apakah kegiatan Weekly Public Speaking itu mudah atau susah? Mengapa?
   Ya, menurutku mudah, Mbak asalkan dipersiapkan dengan baik pasti tidak akan susah
3. Apakah kamu setuju Weekly Public Speaking diadakan disekolahmu? Mengapa?
   Setuju aja. Bagus kok, karena ini beda sama pelajaran di dalam kelas, biar gak bosen juga belajarnya, buat variasi belajar Inggris
4. Apakah kegiatan Weekly Public Speaking dapat meningkatkan rasa percaya diri? Jelaskan!
   Bisa menambah pede, Mbak. Kan, kita disuruh pidato ngomong depan temen-temen semua. Jadi, kalo disuruh maju lagi groyongnya akan berkurang lama-lama terbiasa ngomong depan orang banyak
5. Apakah kegiatan Weekly Public Speaking dapat meningkatkan kemampuan berbicara? Jelaskan!
   Yaa kan dengan pidato ini disuruh ngomong pake Bahasa Inggris, jadi biar terlatih ngomong Bahasa Inggrisnya
   Bisa tuh, Mbak. Ketika buat naskah pasti kan kita cari kata yang enggak tau, trus cari dikamus, nah jadi tau kan
7. Apakah kegiatan Weekly Public Speaking dapat meningkatkan pengetahuan tentang pelafalan/pronunciation yang benar? Mengapa?
   Bisa, dengan lihat di kamus pas gak tau cara ngucapinnya, abis liat kan jadi benar ngucapinnya, Mbak. Temen-temen juga tay yang benar, bukan salah
8. Apakah kegiatan Weekly Public Speaking dapat menambah wawasan pengetahuan? Mengapa?
   Aku iya, Mbak, nambah wawasan…soalnya pas nyiapin materi sama milih materi, kita juga dapat informasi yang baru tentang materi kita, sama pas dengerin temen pidato juga bisa tambah pengetahuan

   Cari di koran, Mbak atau majalah tentang sesuatu yang bagus dan kira-kira temen-temen belum tau, lalu aku jadiin bahan materi

10. Apakah tujuan dari topik yang kamu pilih? Mengapa?
    Mengajak, Mbak. Karena topikku kemarin tentang mengatur waktu, jadi aku pake tujuan mengajak temen-temen, Mbak untuk mengatur waktu mereka

11. Apakah metode pidato yang kamu gunakan ketika menyampaikan materi? Mengapa?
    Kemarin ngapalin teks, Mbak, biar gak lupa ma bahan materinya

12. Apakah kamu melihat teman-temanmu ketika kamu menyampaikan pidato? Mengapa?
    Enggak…karena enggak kepikiran dan malu jadi hilang materinya

13. Apakah kamu menggunakan gerakan tangan ketika menyampaikan materi? Jelaskan!
    Pake tapi cuma dikit, Mbak, biasanya pas kata apa gitu tangannya jadi ikut gerak

    Yaa berdiri yang bagus dan sopan, tidak slengekan

15. Apakah kamu mencari kata-kata yang mudah dimengerti oleh teman-temanmu? Jelaskan!
    Enggak, Mbak. Tapi ada beberapa yang liat soalnya kebanyakan udah tau

16. Apakah kamu mengecek pelafalan atau pronunciation kata yang belum kamu mengerti? Jelaskan!
    Beberapa aja, Mbak yang gak tau, tapi gak semua aku liat. Biasanya diatasnya aku kasih cara ngucapinnya, biar gak lupa
17. Adakah kendala yang kamu temui terkait kegiatan Weekly Public Speaking?
   Nerves, Mbak didepan ketika tampil pidato sama milih topiknya agak susah
18. Apakah gurumu memberikan evaluasi terkait kegiatan Weekly Public Speaking? Jelaskan!
   Aku enggak dikasih evaluasi tuh, Mbak dari guru, soalnya tidak semua
dikasih evaluasi
   Kalo bisa ada tanya jawab, Mbak, biar temen-temen dengerin, gak rame
sendiri, soalnya biasanaya pada gak merhatiin sama ngobrol ma temen
(Student 4)

1. Apakah kamu senang dengan kegiatan Weekly Public Speaking? Mengapa?
   Biasa aja, Mbak kalo aku. Ya karena agak susah aja kegiatan ini

2. Apakah kegiatan Weekly Public Speaking itu mudah atau susah? Mengapa?
   Lumayan susah, Mbak karena kita kudu nyiapin teks ma ngomong pake Inggris

3. Apakah kamu setuju Weekly Public Speaking diadakan disekolahmu? Mengapa?
   Setuju sih…soalnya bisa jadi salah satu pembelajaran Bahasa Inggris

4. Apakah kegiatan Weekly Public Speaking dapat meningkatkan rasa percaya diri? Jelaskan!
   Emm…biasa aja…soalnya saya biasa aja, gak jadi tambah pede, Mbak tetep nervous ngomong depan orang

5. Apakah kegiatan Weekly Public Speaking dapat meningkatkan kemampuan berbicara? Jelaskan!
   Kalo aku biasa aja, Mbak soalnya aku tetep gitu aja ngomonge, kurang lancar.

   Bisa juga, Mbak, pas dengerin temen lain pidato, kita jadi denger kata-kata baru, Mbak

7. Apakah kegiatan Weekly Public Speaking dapat meningkatkan pengetahuan tentang pelafalan/pronunciation yang benar? Mengapa?
   Ya bisa jadi, dari pas bikin teks liat dikamus. Jadi, tau kan yang bener

8. Apakah kegiatan Weekly Public Speaking dapat menambah wawasan pengetahuan? Mengapa?
   Mmm.. dengan mencari topik, kita jadi tambah ilmu yang baru. Jadi,kegiatan ini bisa menambah pengetahuan

   Cari diinternet, Mbak mana yang pas dan bermanfaat buat temen-temen, lalu dijadiin topik
10. Apakah tujuan dari topik yang kamu pilih? Mengapa?
   Kasih informasi, Mbak ke temen-temen, soalnya mudah buat teksnya

11. Apakah metode pidato yang kamu gunakan ketika menyampaikan materi? Mengapa?
   Aku membaca teks, Mbak. Karena biar gak lupa sama materi yang akan
disampaikan. Jadi, kalo baca teks kan gak lupa sama yang udah kita tulis
semua disitu, tinggal baca aja

12. Apakah kamu melihat teman-temanmu ketika kamu menyampaikan pidato? Mengapa?
   Enggak e, Mbak soalnya gak kepihiran sama malu. Aku biasanya liat teks aja,
   selai duakali liat depan

13. Apakah kamu menggunakan gerakan tangan ketika menyampaikan materi? Jelaskan!
   Enggak pake karena konsentrasi menyampaikan materi ma pegang teks,
   Mbak

   Yaa, sikapnya tegap siap bawa teks pas pidato

15. Apakah kamu mencari kata-kata yang mudah dimengerti oleh teman-
   temanmu? Jelaskan!
   Iya…cari dikamus mana kata yang pas, sering dipakai, dan teman juga tau

16. Apakah kamu mengecek pelafalan atau pronunciation kata yang belum kamu
   mengerti? Jelaskan!
   Iya liat dikamus, tapi hanya yang tidak aku tau, Mbak

17. Adakah kendala yang kamu temui terkait kegiatan Weekly Public Speaking?
   Ada..malu, Mbak ma nerves, sama susah ngucapinnya

18. Apakah gurumu memberikan evaluasi terkait kegiatan Weekly Public
   Speaking? Jelaskan!
   Enggak, Mbak. Kemarin aku gak dikasih evaluasi sama guruku

   Ada tambahan anak yang maju biar gak grogi dan tidak terlalu cepat
(Student 5)

1. Apakah kamu senang dengan kegiatan Weekly Public Speaking? Mengapa?
   Ya, sedikit, Mbak. Karena belum pernah maju pidato sebelumnya, jadi pas
   maju deg-degan

2. Apakah kegiatan Weekly Public Speaking itu mudah atau susah? Mengapa?
   Susah. Karena harus ngomong depan orang banyak, Mbak

3. Apakah kamu setuju Weekly Public Speaking diadakan disekolahmu?
   Mengapa?
   Ya, setuju sih, soalnya berguna juga buat nglatih berani, tapi aku belum
   berani ngomong depan orang banyak

4. Apakah kegiatan Weekly Public Speaking dapat meningkatkan rasa percaya
   diri? Jelaskan !
   Ya bisa sih, Mbak sebenarnya, tapi aku belum percaya diri ngomong depan
   orang banyak, soalnya baru sekali ini aku maju pidato

5. Apakah kegiatan Weekly Public Speaking dapat meningkatkan kemampuan
   berbicara? Jelaskan !
   Mungkin bisa, Mbak kalo dilakukan sering, soalnya aku baru sekali ini

6. Apakah kegiatan Weekly Public Speaking dapat menambah jumlah
   kosakata/vocabulary? Jelaskan!
   Pas dengerin temen pidato, jai tau beberapa kata baru, Mbak sam pas bikin
   naskahnya, jadi tau kata baru

7. Apakah kegiatan Weekly Public Speaking dapat meningkatkan pengetahuan
   tentang pelafalan/pronunciation yang benar? Mengapa?
   Bisa juga itu, Mbak dengan mendengarkan teman pas pidato, jadi tau cara
   ngucapinnya

8. Apakah kegiatan Weekly Public Speaking dapat menambah wawasan
   pengetahuan? Mengapa?
   Iya dapat tambah wawasan, Mbak dari dengerin pidato temen lain, jadi
   tambah ilmu
   Cari di internet, Mbak terus aku jabarkan jadi naskah
10. Apakah tujuan dari topik yang kamu pilih? Mengapa?
   Apa ya… Kasih informasi ke temen, Mbak. Karena kasih informasi yang
   sering digunakan, jadi udah tau caranya
11. Apakah metode pidato yang kamu gunakan ketika menyampaikan materi?
    Mengapa?
   Membaca teks, Mbak. Karena yang simpel dan tinggal baca aja, jadi biar gak
   lupa yang mau disampaikan
12. Apakah kamu melihat teman-temanmu ketika kamu menyampaikan pidato?
    Mengapa?
   Enggak, Mbak soalnya malu pas di depan, jadi gak sempat liat temen
13. Apakah kamu menggunakan gerakan tangan ketika menyampaikan materi?
    Jelaskan!
   Enggak juga, Mbak. Gak kepikiran pake gerakan tangan
    Ya berdiri, Mbak sambil baca teks pidato
15. Apakah kamu mencari kata-kata yang mudah dimengerti oleh teman-
   temanmu? Jelaskan!
   Iya… ari internet mana yang teman-teman tau biar pada tau artinya, Mbak
16. Apakah kamu mengecek pelafalan atau pronunciation kata yang belum kamu
    mengerti? Jelaskan!
   Enggak, Mbak, soalnya kebanyakan udah pernah denger, jadi aku gak liat
   cara ngucapinnya lagi
17. Adakah kendala yang kamu temui terkait kegiatan Weekly Public Speaking?
    Mmm… ada sih. Pas maju itu grogi banget, tapi lama-lama jadi gak grogi sih,
    Mbak
18. Apakah guru memberikan evaluasi terkait kegiatan Weekly Public
    Speaking? Jelaskan!
   Enggak sepertinya, Mbak. Akku gak dikasih evaluasi

Guru kasih tau mana yang salah setiap anak, jaid tau yang salah, biar besok diingat dan harus gimana
(Student 6)

1. Apakah kamu senang dengan kegiatan Weekly Public Speaking? Mengapa?
   Gak terlalu, Mbak. Karena sulit, Mbak pidato itu, harus ngomong pake Bahasa Inggris didepan orang banyak lagi

2. Apakah kegiatan Weekly Public Speaking itu mudah atau susah? Mengapa?
   Susah, Mbak. Karena harus ngomong depan orang banyak, cari materi, bahasa Inggrisin, jadi susah.

3. Apakah kamu setuju Weekly Public Speaking diadakan disekolahmu? Mengapa?
   Ya setuju aja sih. Setelah aku maju juga aku piker ada manfaatnya juga, Mbak

4. Apakah kegiatan Weekly Public Speaking dapat meningkatkan rasa percaya diri? Jelaskan!
   Bisa kalau aku. Jadi pas maju kita kan grogi tuh, tapi setelah itu lama-lama gak grogi,Mbak. Jadi bisa biar nambah pe de, gak grogi lagi kalo pas maju

5. Apakah kegiatan Weekly Public Speaking dapat meningkatkan kemampuan berbicara? Jelaskan!
   Iya, Mbak, bisa. Yaa dengan latian pidato tiu kan secara gak langsung kita berlatih ngomong pake Bahasa Inggris, lama-lama akan terbiasa

   Bisa, dengerin temen yang memberi pidato juga akan bertambah kosakatanya

7. Apakah kegiatan Weekly Public Speaking dapat meningkatkan pengetahuan tentang pelafalan/pronunciation yang benar? Mengapa?
   Bisa, Pas latian pidato aku liat dikamus, Mbak cara ngucapinnya gimana, yang aku belum tau.

8. Apakah kegiatan Weekly Public Speaking dapat menambah wawasan pengetahuan? Mengapa?
   Iya, pas bikin teksnya kan sama pas cari bahan kan kit abaca-baca, jadi malah tambah informasi baru, Mbak
   Dengan liat di koran atau majalah. Lalu, milih yang bagus dan menarik
10. Apakah tujuan dari topik yang kamu pilih? Mengapa?
    Informasi, Mbak sama temen. Karena aku taunya itu, Mbak, cuma kasih
    informasi
11. Apakah metode pidato yang kamu gunakan ketika menyampaikan materi?
    Mengapa?
    Metodenya hafalan, Mbak. Aku bikin lalu tak hafalin, Mbak. Ya buat latihan,
    Mbak biar keliatan siap sama gak usah bawa teks juga
12. Apakah kamu melihat teman-temanmu ketika kamu menyampaikan pidato?
    Mengapa?
    Yaa…lihat, Mbak. Biar tau temen-temen dengerin apa malah rame sendiri,
    gitu.
13. Apakah kamu menggunakan gerakan tangan ketika menyampaikan materi?
    Jelaskan!
    Enggak pake gerakan tangan, karena gak tau, Mbak. Jadi, gak pernah pake
    Berdiri tegap, sama pegangin mic, Mbak
15. Apakah kamu mencari kata-kata yang mudah dimengerti oleh teman-
    temanmu? Jelaskan!
    Ya Cuma pake kata-kata yang sering digunakan ma yang aku tau aja…yang
    pernah aku denger
16. Apakah kamu mengecek pelafalan atau pronunciation kata yang belum kamu
    mengerti? Jelaskan!
    Iya,,pas latian aku liat lagi yang kau gak tau ngucapinnya, terus jadi tau deh
    yang bener
17. Adakah kendala yang kamu temui terkait kegiatan Weekly Public Speaking?
    Ada. Lupa materinya aps tampil didepan kemarin
18. Apakah gurumu memberikan evaluasi terkait kegiatan Weekly Public Speaking? Jelaskan!
   Sepertinya gak ada, Mbak. Ada sih, tapi gak semua dikasih, Cuma beberapa aja mungkin yang dapat
   Ditambah anak yang maju, mungkin bisa 2 anak, jadi ada temennya biar gak grogi banget.