

## **English lecturers' perception in teaching English with public speaking skill**

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### **Abstract**

An English lecturer is an education professional who serves as a role model for language learners, instilling a sense of proficiency and inspiration within the students. A compelling role model is required to effectively deliver materials with public speaking skills. Therefore, a set of qualifications and expertise that inspire confidence and trust among the students is necessary for the English lecturer. Despite being aware of the essential role of public speaking in language teaching, English teachers may exhibit apathy towards its incorporation into their classroom practices. This study aims to explore the English lecturers' experience and perception toward teaching English with public speaking skill in university level. This study's subjects were five English lecturers from Yogyakarta and Bangka Belitung. The English lecturers were asked to state their opinion about their perception of the importance of public speaking to be employed in their teaching process, how it influenced the students' engagement during the class, and other successful teaching factor to build the students' interest. This study applied a qualitative descriptive approach by using semi-structured interview with the five English lecturers as an instrument to collect data. The writer analysis results indicated that the English lecturers had positive perceptions towards public speaking skill in teaching English. Meanwhile, several other essential aspects that contribute significantly to a well-rounded language education could be applied such as lecturers' language proficiency, interpersonal skills, lesson planning and organization. Two previous studies, conducted by Afriani & Silvia (2020) and Supraptiningsih & Ahmad (2020), respectively, diverged from addressing the topic of public speaking skills in their exploration of lecturers' perceptions and professional development. Public speaking abilities were notably absent from their investigations. Main finding of this study is the English lecturers have positive perception and belief that their public speaking skills support their teaching techniques. For further studies, more elaboration of public speaking techniques would enrich the English lecturers' knowledge in teaching with skills of effective speaking.

*Keywords – English lecturers; perception; public speaking;*

### **INTRODUCTION**

Public speaking is challenging for most people. Moreover, some people might think that public speaking is frightening. Most people suffer from the fear of public speaking or “gloss phobia” when they are asked to stand in front of audience to give a speech (Sabri, 2019). English lecturers, the research objects for this study, are required to stand in front of the students to transfer knowledge and convey meaning. Since speaking generally can be applied to all types of majors and occupations (Sabri, 2019) English lecturers need to master the skills so that students could trust them as the professionals who could deliver the materials with optimum clarity and effectively. In the category of “Intellectual and practical skills” public speaking is listed as one of the core skills (Schreiber, DeCaro, & Hartranft, 2013). Imagine a classroom with a shy lecturer who could not conquer his fear and consciousness, the students might not be engaged and tend to disrespect the lecturer.

Public speaking is defined as “a sustained formal presentation made by a speaker to an audience” (Sellnow in Ibrahim & Yussof, 2012). English lecturers are the professionals, assumed to master public speaking skill, doing sustained formal or informal presentation to an audience, the students. Being able to master public speaking means the English lecturers are confident in teaching. A great personal benefit of public speaking is that it builds self confidence (Schreiber et al, 2013). Eventually, confident English lecturers lead to effective teaching and learning process.

Astonishingly, not all English lecturers are equipped with good public speaking skills even though they have taken the related subjects in college or during their professional development period. In fact, to attain a professional development, English lecturers focus on three development activities such as research, both individually and in groups, conferences or seminars, and workshops or training related to other courses and / or topics related to education (Supraptiningsih & Ahmad, 2020). English lecturers should be equipped with a competence which could make them qualified in terms of materials delivery, which is public speaking. The competence could not only be achieved

with training but also from their positive mindset of public speaking. Public speaking is public utterance, public issuance, of the man himself; therefore the first thing both in time and in importance is that the man should be and think and feel things that are worthy of being given forth (Carnegie & Esenwein, 2013).

According to a website organized by Career Advice Kenya, professionals who make ineffective public speaking lead to a negative impact on personal and professional life due to a lack of clear articulation of ideas and missed opportunities for new career advancement. English lecturers who are not competent in public speaking would lead to social interaction with the students. However, social interaction in a classroom is highly needed to rise an engaging atmosphere. To put it differently, effective classroom engagement thrives on robust interpersonal dynamics among students. Other effect of ineffective public speaking is it leads to misunderstandings, confusion, and a lack of clarity which can ultimately reduce their influence. Proficiency in public speaking is essential for English lecturers, as their ability to articulate ideas clearly and confidently directly influences students' comprehension of complex linguistic concepts. Effective public speaking skills enable English lecturers to deliver engaging and organized lectures, ensuring that students grasp the nuances of language and literature while minimizing any potential confusion. Engaging classroom presentations by English lecturers promote a conducive learning environment, helping students trust and rely on their lecturers as dependable sources of knowledge and guidance. By honing their public speaking skills, English lecturers create a pathway for open discussions, encouraging students to voice their inquiries and concerns, thereby enhancing the learning experience and fostering a clear, coherent exchange of knowledge. The skill of speaking is so important that it has been formally taught for thousands of years (Schreiber et al, 2013).

In college, based on the writer's experience, English lecturers were prepared to manage the classroom, using the skills of public speaking with several courses such as micro teaching class, educational psychology, classroom management, lesson planning, designing the syllabus, and the public speaking class itself. The English lecturers were also assigned to teach students in high schools. English lecturers are equipped to teach proficiently through their prior classroom management experiences during their high school teaching activities. However, it's crucial to recognize that teaching experience alone does not suffice; continuous professional development and pedagogical training are also imperative for delivering effective instruction at higher educational levels. Experience must be a dual thing the experience of others must be used to supplement, correct and justify our own experience; in this way we shall become our own best critics only after we have trained ourselves in self-knowledge, the knowledge of what other minds think, and in the ability to judge ourselves by the standards we have come to believe are right (Carnegie & Esenwein, 2013).

The writer's intention is then to elucidate the criteria for English lecturers possessing effective public speaking skills, as outlined by Schreiber, DeCaro, & Hartranft (2013). Through their analysis, the writer aims to provide insights into the specific attributes and techniques that contribute to successful communication in the educational setting. By referencing Schreiber, DeCaro, & Hartranft's work, the writer seeks to establish a foundation for understanding the essential components of proficient public speaking within the context of English lecturers. The writer selectively incorporates certain criteria from the research, focusing specifically on aspects relevant to English teaching.

English lecturers could employ these criteria of effective public speaking; engaging introduction, clear organization, well-supported ideas, closure in conclusion, clear and vivid language, suitable vocal expression, corresponding nonverbals, adapted to the audience, adept use of visual aids, and convincing persuasion. English lecturers can significantly elevate their teaching effectiveness by embracing a set of essential public speaking criteria. Beginning with an engaging introduction, they captivate their students' interest from the outset, setting the stage for a compelling learning experience. These lecturers ensure that their lectures are characterized by clear organization, enabling students to follow the logical flow of ideas seamlessly. Supported by well-researched and relevant evidence, their ideas resonate more powerfully, fostering deeper understanding and critical thinking among students. Effective closure in conclusion leaves a lasting impression and reinforces the key takeaways from the lecture. Clear and vivid language usage enhances the lecturers' ability to communicate complex concepts, bridging the gap between abstract ideas and students' comprehension. To further amplify their communication, suitable vocal expression and corresponding nonverbal cues are harnessed, facilitating a holistic and engaging delivery. Moreover, the lecturers adeptly adapt their speaking style to suit the audience's needs,

catering to different learning preferences and levels of understanding. When combined with the strategic use of visual aids, these criteria culminate in lectures that not only educate but also persuade, equipping students with a profound grasp of the subject matter and a heightened enthusiasm for learning.

In this study, the writer is interested in finding out if public speaking can genuinely help English lecturers in improving their teaching skill also gaining the students' engagement during the learning process. This study intends to know how the English lecturers' perceive teaching English with public speaking skill. The first thing for the beginner in public speaking is to speak-not to study voice and gesture and the rest (Carnegie & Esenwein, 2013). This study is expected to acquire inputs for English lecturers to have confidence in materials delivery with public speaking skill. English lecturers are expected to have awareness in using public speaking skill. This study can also motivate English lecturers in improving their teaching abilities to engage students. Furthermore, EFL learners can learn and be more prepared to teach in the near future by being aware of being competent in teaching. By recognizing the importance of their own competence in teaching, EFL learners can proactively develop the necessary skills and knowledge to excel in future teaching roles. This awareness not only enhances their own learning journey but also equips them to positively impact their students' language acquisition through effective and informed pedagogy.

The definition of perception as the basis of this study is described by several researchers and book author. Perception is a uniquely individualized experience and one can only draw from what is known to oneself (McDonald, 2011). The perception process is inherently shaped by an individual's distinct experiences, making it a profoundly personal encounter that draws solely from their existing knowledge and viewpoints. Each person's understanding and interpretation of the world are influenced by their own unique background and insights, creating a diverse range of perceptions. Other definition of perception is stated by Qiong (2017), perception is the process that enables people to notice and observe the existence of various impulses, then gives them intentions. In short, perception is the cognitive process that facilitates the recognition and observation of diverse stimuli, subsequently attributing them with meaning and intent. Other expert states that perception is the process of selecting, organizing, and interpreting information (Schmitz, 2009). In conclusion, perception, as discussed by multiple researchers including McDonald (2011) and Qiong (2017), is a highly personalized experience that stems from an individual's existing knowledge and unique perspective. It involves the cognitive process of recognizing and interpreting diverse stimuli, attributing them with intent and meaning. Another perspective by Schmitz (2009) emphasizes that perception encompasses selecting, organizing, and interpreting information.

Previous studies were reviewed to draw the novelty that makes this study different. A previous study by Afriani & Silvia (2020) entitled "Lecturers' perception on English ability in supporting the quality of teaching", the public speaking skill is not mentioned as one of the qualities in teaching. The study investigates the the lecturers' perception in using English in teaching and the reason of the lecturers had those perception. From the study, it could be concluded that most of the lecturers had perception that English ability had the effect in supporting the quality of teaching. There were five main reasons elaborated by the writer, that good English ability made easier in getting information, helping in giving explanation, creating good materials, making interesting teaching process, and getting more references.

A study conducted by Supraptiningsih & Ahmad (2020) entitled English lecturers' perception toward professional development programs, the main objects of the study was the English lecturers' professional development which cover up several activities such as talent scouting, mentoring or coaching, individual or collaborative research, lecturers'/teachers' network, observation, developing educational qualifications, conference, and workshop. Public speaking is not obviously mentioned as one of the teaching qualifications. Therefore, it could be concluded that those two previous studies focus on lecturers' professional development and English ability in teaching without employing the skills of public speaking in teaching as the lecturers' perception to gain.

## **METHODS**

This study aims to explore the English lecturers' experience and perception toward teaching English with public speaking skill in university level. This study employs qualitative descriptive approach since it gives depth and detailed data through an attentive explanation of attitudes, conditions, and interactions with smaller groups of people or cases observed (Labuschagne, 2003). The qualitative descriptive approach facilitates a comprehensive exploration by providing in-depth and detailed

insights into attitudes, conditions, and interactions. Qualitative research is uniquely positioned to provide researchers with process-based, narrated, storied, data that is more closely related to the human experience (Norman & James, 2020). This approach is particularly suited for examining smaller groups of individuals who are the English lecturers from five different universities, aligning with the methodology's focus on meticulous explanation. The writer employs interview as the technique to obtain data. Interview allows the writer to establish direct and personalized interactions with participants, facilitating in-depth exploration of their perspectives, experiences, and insights. Through open-ended questions, interviews enable a rich and nuanced understanding of participants' thoughts, emotions, and motivations.

### **Participants**

The participants for this study were five English lecturers from an English study program in five different universities in Yogyakarta and one public university in Bangka Belitung. There were five English lecturers chosen since in a qualitative research, the sample size tends to be smaller to ease the collection of accurate and depth information (Dworkin, 2012). The participants were chosen based on their experience implementing public speaking techniques in their classes. The participants were asked one question related to their mastery in public speaking. The participants were assumed as the experienced ones with more than ten years of teaching English. Selecting experienced participants in public speaking for the study ensures that the collected insights and data are derived from individuals who possess a comprehensive understanding of the subject matter. Their expertise enhances the credibility and depth of the research findings, allowing for nuanced discussions and valuable perspectives. This approach increases the likelihood of obtaining meaningful and relevant information that can contribute to a more comprehensive understanding of public speaking skills and their implications.

### **Instruments**

The chosen instrument for this study is a semi-structured interview guideline. The utilization of interviews is motivated by the need to acquire detailed and contextual information from participants, allowing for a comprehensive exploration of their experiences and viewpoints. Interviews offer the flexibility to delve deeper into participants' responses, enabling researchers to uncover underlying factors, emotions, and complexities that might not be captured through other research methods. When selecting interview questions, a strategic approach is vital. In this study, interview questions are formulated with the aim of generating detailed responses and adapted from two previous studies in the literature review. The previous studies guide the construction of questions that explore specific aspects of public speaking skills, perceptions, challenges, and strategies, ensuring the research inquiry remains aligned with established academic frameworks. The researcher intends to find out the answer of these questions:

1. What courses do you teach in your study program?
2. What do you think about public speaking skill to teach English?
3. Do you teach the students with the awareness of using public speaking techniques?
4. What challenges do you face when teaching the courses with public speaking skill?
5. How do you perceive your English teaching method with public speaking skill?

### **Data collection procedures**

The data collection procedures for this study involved a multi-step approach. Initially, research participants were contacted through the WhatsApp application, an advanced instant messaging application, which served as a convenient and efficient means of communication. This means of communication enables immediate communication between researcher and participant, provides an easy-to-use tool for data collection, and includes various options for self-expression, such as written text, photographs, and video-recording (Kaufmann & Peil, 2019). Subsequently, the interviews were conducted using voice calls, allowing for real-time and in-depth discussions that captured participants' insights and experiences regarding public speaking. These interviews were recorded to ensure accurate capture of responses, which were then meticulously categorized into distinct points during the data analysis phase. This systematic process facilitated the organization of participants' perspectives and enabled the extraction of meaningful patterns and themes central to the research objectives.

### **Data analysis procedures**

The interview results were subjected to analysis using a process of clusterization, aimed at identifying patterns and commonalities within participants' responses. Through this approach, similar themes and viewpoints emerged, allowing for the grouping of related insights into distinct clusters. By categorizing the data in this manner, a coherent framework was established, enabling a comprehensive understanding of participants' perspectives and contributing to the development of insightful conclusions. Using thematic analysis, the researcher can link the frequency analysis of one theme to another, increasing the meaning of the study and providing accuracy (Alhojailan, 2012)

### **Research trustworthiness**

To enhance the credibility of the study, the writer implemented member checks, a practice involving participant feedback to validate data interpretation and ensure accuracy and clarity. Another way to pursue credibility is to involve informants (e.g., tutees, tutors, and program coordinators from a writing center) in verifying researchers' interpretations after the fact. This has often been called member checking, where "member" refers to various participants in multiple roles within a given qualitative study (Norman & James, 2020).

## **FINDINGS AND DISCUSSIONS**

This section unveils the study's outcomes in response to the research query: How do English lecturers perceive the incorporation of public speaking skills in teaching English? The investigation led to the identification of five distinct themes that address the research inquiry, with each theme being thoroughly explored in the subsequent subsections. Within this section, the analysis goes beyond mere description, encompassing an interpretation of the results within the context of the employed theories and their correlation with prior research.

### **Public speaking skill is needed in teaching any courses in English study program**

Within the English study program, the significance of public speaking skills in teaching all courses is evident. A consensus among most participants affirms the necessity and importance of integrating public speaking skills into the instruction of various subjects. Their collective viewpoint underscores the broad applicability of these skills across the curriculum.

#### ***Excerpt 1***

I teach Pronunciation Practice, Basic Reading, Grammar, and Public Speaking. I use public speaking techniques of course in teaching the courses even though not all courses could be implemented with public speaking skills. Most of the courses, yes, I teach them with public speaking techniques. It has become our responsibility as lecturers. We have to be able to stand properly, know how to open the class well, how to move on to the next discussion, and keep the students engaged.

#### ***Excerpt 2***

Yes, of course I use public speaking in all of my courses. It helps me teach in the simplest way. Also it helps me to adjust the diction I use.

#### ***Excerpt 3***

I teach Intermediate Listening & Speaking skills, Digital Learning Media Development, Teaching Methods and public speaking is needed in each course.

#### ***Excerpt 4***

I teach Public Speaking and Basic Speaking class. Since the courses I handle is showing the students on how to speak well, of course it is needed and important.

#### ***Excerpt 5***

English for Specific Purposes, Speaking in Professional Context, and Critical Speaking. I use public speaking techniques but not that often. My students are considered absolute basic in learning English, so I also focus on how to be creative in teaching the students.

The findings are in line with the theory stated by (Schreiber, DeCaro, & Hartranft, 2013) that in the category of “Intellectual and practical skills” public speaking is listed as one of the core skills. English lecturers are included as the professionals who intellectually transfer the knowledge to the students. The finding is also similar with the statement from Sabri (2019) that since speaking generally can be applied to all types of majors and occupations English lecturers need to master the skills so that students could trust them as the professionals who could deliver the materials with optimum clarity and effectively.

### **Teaching English using public speaking skill is needed and important**

Teaching English with an emphasis on public speaking skills is not only essential but also holds significant importance in fostering comprehensive language proficiency. This approach recognizes that language learning transcends mere linguistic comprehension; it encompasses effective communication, expression, and interaction. By incorporating public speaking skills, English lecturers enable students to confidently convey their thoughts, engage in meaningful discussions, and connect with diverse audiences, thereby preparing them for real-world linguistic challenges and enriching their overall language acquisition journey.

#### ***Excerpt 1***

Public speaking is not only used to teach English. We need it to all aspects of life. Contextually, in English teaching, it is important for the lecturers to employ the public speaking techniques.

#### ***Excerpt 2***

Yes. We had been prepared with it in college and should be able to implement it in class.

#### ***Excerpt 3***

Public speaking is so important because as a teacher you need to convey your ideas to other people. Without a good public speaking skill, it's hard for you to deliver your materials to your students. What's the point of teaching if the goal is not achieved? You also need to attract students' attention and with a good public speaking skill, you can easily gather their attention to focus on your explanation

#### ***Excerpt 4***

It is important and highly needed to make the students happy.

#### ***Excerpt 5***

Teaching with no public speaking skill with lead to boring class and uncomfortable students.

All the participants practice public speaking techniques in their classes They argue that public speaking is important and needed. Especially, as English lecturers, it has become their responsibility to perform great in class in terms of speaking. One participant mentions that public speaking is beneficial to grab the students' attention and to keep them enthusiastic. The finding is in line with the statement that English lecturers could employ several criteria of effective public speaking; engaging introduction, clear organization, well-supported ideas, closure in conclusion, clear and vivid language, suitable vocal expression, corresponding nonverbals, adapted to the audience, adept use of visual aids, and convincing persuasion (Schreiber, DeCaro, & Hartranft, 2013).

### **English lecturers have awareness in using public speaking techniques**

From the interview, the English lecturers stated that they possess a conscious understanding of employing strategies related to public speaking. English lecturers demonstrate a cognizant awareness of utilizing techniques associated with effective public speaking. They exhibit a clear recognition of incorporating public speaking methodologies.

#### ***Excerpt 1***

Sure, of course. I am always aware of using public speaking techniques. Keeping their enthusiasm is my task.

*Excerpt 2*

Yes. I am aware of using public speaking but sometimes I forgot to mindfully implement it.

*Excerpt 3*

I don't teach it deliberately, but sometimes I insert some skills in the presentation time.

*Excerpt 4*

So I think I use public speaking skill in teaching cause I believe that it really is relevant to teaching English. When u speak and try to present something in English, you need to concern on the materials and the way you get the students' participants. I am aware and it is relevant.

*Excerpt 5*

To teach public speaking skill to my student is very important cause they can learn specific skills to share their opinion to public. The best way to share their ideas in effective and efficient ways.

These findings show the awareness of using public speaking techniques by directly speak the language. The first thing for the beginner in public speaking is to speak-not to study voice and gesture and the rest (Carnegie & Esenwein, 2013). Among the participants, four individuals demonstrated awareness of integrating public speaking techniques into their teaching practices, leading to a heightened sense of preparedness and a positive impact on student engagement. This awareness resulted in enhanced readiness and a heightened sense of enthusiasm among both instructors and students. The recognition of the value of employing public speaking techniques instilled a proactive approach, fostering a dynamic and engaging learning environment for all parties involved.

**Challenges in teaching with public speaking skills arise from external factors**

Obstacles encountered while teaching with public speaking skills stem from external influences and factors. These challenges manifest as external barriers that English lecturers need to navigate while incorporating public speaking techniques into their teaching methods. The difficulties are rooted in external elements that English lecturers must address in order to effectively integrate public speaking skills into their pedagogical approach.

*Excerpt 1*

Once I become aware, there are no challenges. Sometimes, at the beginning, I lack confidence in maintaining eye contact with students. There's still a bit of nervousness. Despite being more skilled, there will always be a sense of anxiety. Speaking fluently but only at the beginning.

*Excerpt 2*

Nervous, natural, and inherent within oneself. There are no significant challenges. Understanding students' personalities, especially the quiet ones.

*Excerpt 3*

The main challenge is lack of confidence. I tend to be anxious or nervous when talking in front of other people. I will lose my face if I make an obvious mistakes.

*Excerpt 4*

Speaking anxiety. Because I felt uncomfortable with some techniques like how to control eye contact, adjust the intonation, or to emphasize the points or idea.

*Excerpt 5*

Not many people have the ability to speak in public. I have challenges. My students with the less ability with less public speaking skill they show unwillingness to speak in class even they have no effort to talk in front of the class. Just read the whole class. Not doing eye contact.

The findings from the participants' responses reveal that, upon gaining awareness, challenges associated with public speaking tend to decrease. Initial confidence issues and residual nervousness during eye contact maintenance are noted. Even with heightened proficiency, some level of anxiety remains, particularly at the outset of speaking engagements. Additionally, participants recognize the natural occurrence of nervousness and its inherent nature. Discomfort with various speaking techniques, such as controlling eye contact and adjusting intonation, also contributes to speaking anxiety. The findings prove that most people suffer from the fear of public speaking or "glossophobia" when they are asked to stand in front of an audience to give a speech (Sabri, 2019). But the fear the English lecturers face is not a crucial issue they could not encounter.

### **Positive perception in teaching English with public speaking skill**

The description highlights a favorable perception regarding the integration of public speaking skills in English teaching. This positive viewpoint underscores the constructive impact and benefits associated with incorporating these skills into the educational process.

#### ***Excerpt 1***

So far so good. Comfortable using public speaking. Students always say they're happy, their comments are positive.

#### ***Excerpt 2***

Public speaking helps me a lot in feeling more confident in speaking and less afraid of being failed in teaching.

#### ***Excerpt 3***

I think I have quite good public speaking skill and it reflects in the way people put their attention on my explanation and understand what I say.

#### ***Excerpt 4***

I think it is really good idea but maybe unconsciously I use public speaking skill to teach English cause the goal of the courses, I ask students to make projects.

#### ***Excerpt 5***

I try to give ice breaking in a structured speaking techniques. Not only they do kind of opinion but they have to open their speech in an interesting ways before they share their opinion.

From the findings, it shows that participants' responses suggest a positive perception towards integrating public speaking into English teaching, with some expressing increased confidence and reduced apprehension. Others believe their proficient public speaking enhances their ability to effectively convey explanations, capturing the audience's attention. Therefore, the findings are in line with the theory that perception is a uniquely individualized experience and one can only draw from what is known to oneself (McDonald, 2011). Another theory is that being able to master public speaking means the English lecturers are confident in teaching. A great personal benefit of public speaking is that it builds self confidence (Schreiber et al, 2013). Public speaking is public utterance, public issuance, of the man himself; therefore the first thing both in time and in importance is that the man should be and think and feel things that are worthy of being given forth (Carnegie & Esenwein, 2013). The participants do not only become the things they imagine but they think and feel that the information they share is worthy of being given to the students.

### **CONCLUSION**

This study delved into the perceptions of English lecturers across five different universities regarding the utilization of public speaking techniques in their teaching. The study's findings unveiled that incorporating public speaking can lead to successful learning experiences for students, facilitated by



confident and prepared lecturers. Despite facing external challenges such as nervousness and maintaining eye contact, lecturers effectively convey messages and remain attuned to their students' conditions. Remarkably, all participants expressed a positive perception of the importance of public speaking skills in teaching. As a result, the research demonstrated enhanced skill development and overall satisfaction among lecturers. In light of these findings, the researcher recommends that EFL teachers explore specific public speaking techniques that can synergize effectively with their teaching methods. Additionally, implementing rubrics for peer assessment within writing tasks could play a crucial role in ensuring comprehensive student engagement and participation.

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