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IMPLEMENTING ORGANIZE YOUR SPEECH POSTED IN SOCIAL MEDIA TO IMPROVE THE STUDENTS' ABILITY IN PUBLIC SPEAKING

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ABSTRACT

Most students have problems in doing public speaking. Those problems are mostly caused by minimum vocabulary, lack of chances, ideas and feeling afraid and shy to communicate. Besides, most of them have difficulties in managing speaking time and delivering the speech with appropriate content from opening, body and closing. To accommodate those problems, this research comes out with implementing organize your speech, the project two of Toastmasters International, as a guideline to improve the students' ability in public speaking. This study aims to find out how organize your speech material posted through social media can improve students' ability in public speaking. The design of this study is classroom action research. The research subject is the third semester student of English Education Study Program taking the lecture of Speaking for Academic Purpose. After doing two cycles, the finding shows the that implementation of *Organize Your Speech* material could significantly improve students' ability in organizing their speech. Social media, the place where they posted the performance influences their better way of presenting the speech in front of public. It means that posting the students' performance on social media (as public places) help them perform with good organization, reduce the afraid and shy feeling.

Keywords: Organize Your Speech, Social Media, Public Speaking

INTRODUCTION

Having the ability to speak or communicate in English is very important and necessary in today's global network-based era. By speaking, in addition to expressing ideas and thoughts directly, this becomes one of the benchmarks of a person understanding and mastering a language. According to Ur (1996), speaking very importantly, people who know a language are considered speakers of the language, and most of the learners of foreign languages are very interested in learning to speak.

The ability to form other languages is generally characterized by the ability to speak with the language. Considering the importance of speech, many teachers focus on effectively teaching students to speak to their English classes (Nunan, 1999).

Numerous studies address some of the problems in speaking for students due to shyness or lack of motivation, minimal vocabulary, lack of speaking opportunities, lack of ideas, and fear of communicating with friends or teachers (Nunan, 1999; Yunus, 2012; Efrizal, 2012; Wahyuni, 2012; Fauzan, 2014; Romero, 2015; Santoso, 2015). Associated with the ability of speaking, if adapted to the subject Public Speaking taken by the students of English Education Studies Program (Prodi PBI) Faculty of Teacher Training and Education (FKIP) Muhammadiyah University of Sidoarjo (UMSIDA), the above problems are coupled

with irregularities both time management and, content or speech / speech (speech) from the opening, the contents to the cover.

Most of the speeches are usually delivered based on issues that occur around the community to clarify the original situation to keep the condition calm. In academic terms, at school, college, or university, the speech usually takes five to seven minutes, one minute opening, five minutes of the body, one minute summary and closing.

Students' habits in the research class when assigned to individual speech assignments, each of whom tends to write long scripts ranging from opening speeches by introducing themselves and then conveying the topics they want to tell up to the cover and then memorize them. In front of the class, almost all students expressed the idea of his speech not with a good organization, not chronological. Whereas according to Toastmasters International, the organization of good speech summarized in the material organize your speech as follows:

“Good speech organization is essential if your audience is to follow and understand your presentation. You must take the time to put your ideas together in an orderly manner. You can organize your speech in several different ways; choose the outline that best suits your topic. The opening should catch the audience's attention, the body must support the idea you want to convey, and the conclusion should reinforce your ideas and be memorable. Transitions between thoughts should be smooth.”

In other words, using a guideline from organize your speech, students can create an outline for later developed into a speech, without having to write long scripts and memorize them. A student records another student's appearance, then evaluates her performance. In addition, during the speech process, other students recorded the performance and posted it to social media.

The use of video footage posted to social media allows students to see their weaknesses and strengths when presenting their speeches so that they will feel inadequate if they do not show their best performances. Many studies have shown that the use of video and social media in language teaching is beneficial for improving students' competence in oral presentations.

Kirkgoz's (2011) studying a first-class English teacher in Turkish higher education shows that the use of video cameras has a positive impact on student viewing and evaluates their critical speaking tasks. In addition, Shepard and Cooper, in Whatley and Ahmad (2007) suggest that the use of visual cues creates an image during learning that is essential for the memory process. Irwin, Ball and Desbrow (2012) in his research found that 78% of his students considered using facebook social media pages to facilitate their learning, through

increased interaction between students and instructors as well as providing information records.

In line with these developments, researchers are thinking of using social media to improve students' ability to present opening speeches that include featured content by evaluating their own performance. Therefore, researchers need to apply appropriate strategies to improve students' speaking ability in organizing their speeches. One of the strategies that can be used is the organize your speech material that was adopted from the Toastmasters International club.

The researcher hopes, by using organize your speech, one of the materials at Toastmasters International, the students are able to organize their critical thinking in front of public chronological order, while posting his videos in social media will increase his confidence.

Speaking

Kranch, in O'Malley and Pierce (1996) explains that speaking means to negotiate the intended meaning and adjust one's speech to produce the desired effect on the listener. A speaker will never be able to plan what words will be spoken, unlike writing, or reading. Speaking is done directly, can not be repeated. So also with the couple talking, will respond immediately. We can not change or revise what you want to say (Bailey in Nunan, 2003). In learning English, to speak in public is a challenge and an important goal to achieve.

Public Speaking by Templeton and Fitzgerald (2011) is a speaker standing in front of an audience to deliver a structured speech with a good intention to convince, inform or entertain an audience.

Speakers speak publicly for several purposes. According to Yee and Abidin (2014), doing public speaking can be for just telling stories, sharing experiences, carrying messages, or to motivate others to perform an action. Public speaking expertise can actually be used to develop the ability of self in terms of leadership, business, service, communication with groups or large organizations and mass communication.

Public Speaking Program is managed by the students in Public Speaking Course of English Education Program of 4th semester at Faculty of Teacher Training and Education (FKIP) Muhammadiyah University of Sidoarjo (UMSIDA). In this course, students are targeted to be able to speak in public using English fluently and confidently. Therefore, the student must be able to speak with good quality to be accepted by the listener.

Related to improving the quality of speaking in English, the Public Speaking program is in the Toastmasters International organization. The organization was founded in 1942 by Ralph. Smedley in Santa Ana, California. At that time, Smedley made observations on the training and then found a way to help in adding the artistic value of a speaker while

speaking in public especially for young people. In each of the Toastmasters International meetings, each member trains his speech skills in an informally arranged atmosphere and can uplift his abilities and self-development.

There are ten basic materials of international toastmasters: 1) The Ice Breaker, 2) Organize Your Speech, 3) Get to the Point, 4) How To Say It, 5) Your Body Speaks, 6) Vocal Variety, 7) Research Your Topics , 8) Get Comfortable with Visual Aids, 9) Persuade With Power, and 10) Inspire Your Audience.

In this study, researchers used the second material that is Organize Your Speech. Indeed, English Education Study Program students have been able to speak in front of the class on the basic level such as introducing themselves and telling about the academic and non-academic things that happen in the surrounding environment. However, students need to understand the concept of organizing ideas and make the story content more chronologically organized.

Organize Your Speech

Organize your speech material will help students plan ideas in sequence before presenting them in a public speech (public speaking). It certainly provides outline writing practice and speaking practice effectively. In Toastmasters International, the role of the speaker is to tell the idea and influence others to perform an action. The audience will be more receptive to the idea if it is presented in a logical and well-organized way because it is easy to understand, easy to remember, more credible, and more fun.

In the presentation of the speech, the material should be selected from the outline that makes the audience easy to follow and understand the content of the speech, in addition, the speaker ensures the message is clear with supporting material that contributes to the message delivered, using the appropriate transition when conveying one idea to the idea etc., make good opening and closing within five to seven minutes. There are several ways to organize speeches depending on the topics selected according to Toastmasters International, namely:

1. Chronologically, topics are sorted by time or describe the steps of a process.
2. Spatial, this kind of speech is like following directions.
3. Causal, showing the causal relationship, the result is delivered earlier, then why.
4. Comparative, comparing differences in proposals or planning, usually persuading the audience that a particular plan or proposal is better than other plans or proposals.
5. Topically, such speeches integrate the main topics into subtopics
6. Problems, address the issues that need to be solved by providing a solution to the problem. This type is effective to motivate the audience to take action.

Media Based Social Learning

Many benefits are derived from social media based learning (sosmed). For students, sosmed can build communication skills. Students can increase their confidence through online social interaction. In addition, students can also improve their skills in technology, more familiar with new things and improve media literacy through reading from various types of online media (UK Essay, 2015). Because students are very often using such online technology, researchers believe that students will be easy to implement the series of materials by posting on social media. In addition, online communities can instantly see, comment, ideas and opinions on their appearance so that this research will produce good outcomes.

Thus, social media is believed to be a tool to improve student performance in presenting the best performance because their presentation video will be seen by many people in social media.

METHOD

Research Design

This research uses a classroom action research design (CAR) which is known as the research arranged to develop the quality and strategy of learning in the classroom (Latief, 2009b). The lecturers as well as researchers have problems in the classrooms needed to be solved and to find out alternative strategies to overcome those problems. As stated in the previous chapters, this research is to find out whether implementing organize your speech could improve the students' ability in public speaking.

Four key terms used in Classroom Action Research are planning, acting, observing, and reflecting (Latief, 2009a). Planning stage means the *Organize Your Speech* material is developed to increase the quality of speaking skill in public. Next, the acting stage is the implementation of the planned strategies from planning stage with two collaborators. Then, in observing stage, the data are recorded, in this case, the students' performances are recorded through video and then posted in social media. Last, in reflecting stage, all the recorded data are analysed to see how the *Organize Your Speech* material can effectively improve the students' ability to speak in public. The step of doing the research can be seen in figure 1.

Planning

This stage is focused on drafting the body of the speech (drafting and performing the opening speech has been done separately from this research). The body is the main part of the speech which consists of the facts or ideas. Based on the standard strategy used in Toastmasters International, the researchers develop in order that the strategy is suitable and easier used and implemented by the students. The students, as the public speakers,

should pay attention on the number of information and elaborating each main point with sub points.

First, the number of information has to be limited depending on the audience's capacity, it is usually three to five main ideas. The ideas the speakers convey could be written down on a note cards then arranged to effectively present the message of the speech. Second, elaborating each main point with sub points to clarify, emphasize or give evidence toward the ideas which support the body of the speech. These sub points could make the speech more interesting and help listeners remember the main points the speakers inform.

The sub points in question could be: "Good English speakers must pay attention on the pronunciation, fluency, vocabulary, grammar and time." Then, the supporting materials follow each sub point. Supporting materials involve: 1) Statistics: numerical ways of conveying information about incidents, data and events; 2) Testimony: quotes or opinions from people with expertise on the matter; 3) Examples: stories or research; 4) Visual aids: diagrams, charts, pictures, models or other objects; and 5) Facts which consist of verifiable information.

Finally, the speakers should draft the conclusion as the last chance to convey the message and the main points which can help the audience memorize all the content of your speech. In other words, conclusion can reinforce ideas and leave audience with impression so they are motivated to take some action from what the speakers suggested throughout the speech. The outline for a speech containing three main points could be seen in figure 2.

The success of an English instruction is not only measured with the achievement in learning English skills as indicated by the scores (Latief, 2009a). In terms of score, the minimum criteria is when students could achieve minimum 70 (minimum score of B). The researchers believe that the *Organize Your Speech* material can create classroom atmosphere that gives students challenging learning experience and can motivate them to sustain life-long self-learning which is more important than their achievement. Therefore, the researchers believe that this challenging classroom learning can also become the goal of an effective strategy besides their scores.

Acting

At this acting stage, the researchers have mastered the instructional scenario before starting the implementation in class. The researchers are trying out the strategy to test how *Organize Your Speech* material can improve the students' speaking ability. The researcher (DRS) collaborates with WT and VL. The collaborators then observe the implementation of the plan to see how much the *Organize Your Speech* material can improve the students' speaking ability.

Observing

4 Observing stage collects the data. The researcher and the collaborators select the type of data collected, the instrument, the data sources, and the 7 technique of data collecting. The data of students' improvement are collected from the pre-test and post test. Otherwise, the data related to the classroom atmosphere are collected using observation drawn on field note, interview, and documentation by recording their students' performance posted in social media.

Sources of Data

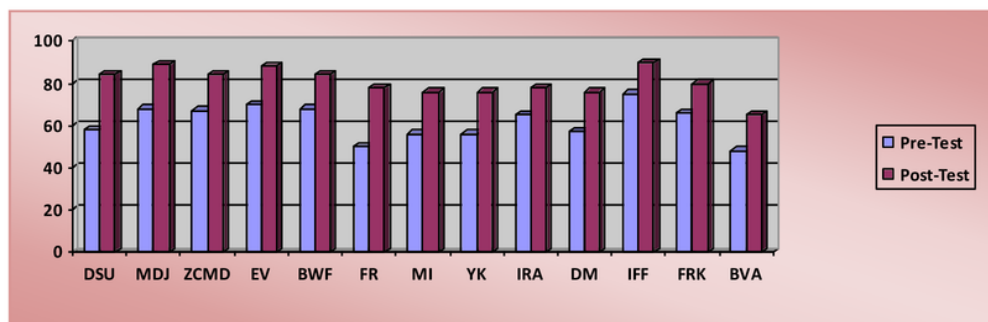
The data are collected from the students taught by using the *Organize Your Speech* material. The data of the students' progress are collected during the learning process. The data of students' achievement are collected with tests. Last, the data of classroom atmosphere are collected by the observation from recording their students' performance posted in social media

Reflecting

The researcher and collaborators analyzed the data obtained from the acting and observing stages. The data are analyzed by synthesizing, summarizing and interpreting based on the scoring rubric and the students' performance. In assessing the speech organization, the collaborators need evaluation guide with scoring rubric adapted from Toastmasters International, Project 2, Organize Your Speech. The scoring rubric can be seen in figure 3.

FINDINGS AND DISCUSSION

Basically, most students are challenged in performing speaking by implementing Organize Your Speech material. This research was first implemented to the whole class which consist of 18 active students. In contrary, the students who came at the first day were 13. This condition made the researcher change mind then implemented the strategy towards those 13 students. The researcher and collaborators were amazed with the significant increase made by the students. The students' achievement or scores as the result of pre-test and post test can be seen in the following chart.



The chart shows that there is significant improvement of the students' achievement from pre-test and post-test. All those 13 students increased their scores gradually. So, it is right when Griesemer (2017) expressed that the class size needs to be limited to a reasonable number with no more than 20 students because the students have various academic strengths and skills so that working together allows them to develop their project's advantage.

In addition, in improving the speaking ability, the researcher and the collaborator facilitated the students' activity with nice and friendly situation, paid attention and focused on the material of Organize Your Speech. Here, the students learnt to make outline, draft the opening, body and conclusion under the researcher and collaborators' supervision in order that the students could fully develop their public speaking. Just like what Kha N. & Alib, A. (2010) said to make practical and applicable strategies for students will develop boldness and confidence in students for asking questions from their teachers, no overcrowded classes, awards and motivation for students.

The First Speech

The first speech seemed very hard for the students. It was their first time to deliver the speech without looking at the script. BVA spoke up no longer than 3 out of 7 minutes. He looked at the outline so many times and then stopped speaking. DM could organize well but told the main idea of each point without elaborating deeply. He took deep breath, smiled and stopped the speech. MDJ also organized the speech well but only told the main idea of each point. She talked too many points far away from the main topic she build in the opening speech, and did not elaborate deeply.

In addition, their facial expression also looked very nervous. It seemed that they could not neglect the nervous feeling since some of them looked at the ceiling, some others looked at the right or left side, some others looked at one person, her close friend, and focused on her to cover the nervousness. In this condition, the lecturer motivated them to focus on the outline that would be presented. Besides, the teacher emphasized to the students about feeling nervous. It was not because they cannot perform well, but it was the sign that they wanted to perform their best but they were afraid they perform unwell. The students then followed the lecturer's direction and ready to prepare the next performance.

The good thing is by looking a their performance, they finally realize that there are many things to correct their speech outline to present better speeches. So, they decided to look again and give more attention to the way they deliver the speech. This condition is assumed that the students thought and prepared the performance seriously.

This is in line with Brown's (2004) statement that speaking has some micro skills: 1) accomplishing communicative functions related to the situations, participants, and

objectives; 2) conveying links and connection between events and communicate the ideas, events, feelings, new and given information, generalization and exemplification.

The Second Speech

Next, the students were more confident after practicing delivering the speech several times. They could control their behavior in front of the camera, they smiled nicely right in front of the camera. The researcher could see from the video they made that they could reduce much nervousness. The students kept practicing the one minute speech until they found the best look in front of the camera.

Almost all of the students could deliver the speech well without looking at the script. So the lecturer showed through big screen the video of AA, LGF, DA, and LBP then discussed what was good and what was not good. The students wrote what the lecturer suggested. They drew some the points on a note as an outline, then practice before speaking in front of public. Comparing to those who were not confident, the students focused looking at the text or script they made. This way was not recommended because looking at the script could not make our brain to think harder or to be creative because they only relied their speaking performance on their script memorization.

Although there were few students could not move away from their script memorization, the video posted in facebook truly supported the learning process. It helped the students evaluate their own speaking performance which reflected to the influence of their way of thinking. Therefore, the researcher agreed toward Alfaki and Alharthy (2014) that learning through social networks is more effective than traditional learning with no access to social networks, and collaboration is a useful learning strategy in improving one's second/foreign language.

Besides, the video posted on social media gave the students' learning experience in which it educates themselves to draw the speaking feedback each other verbally. As stated in the reseach method, the students used their personal smart phone to record their performance. There, a student recorded and then gave verbal evaluation to his/her pair and vise versa.

Students' Perspective

FRK believed that speaking with those organization helped her speak better and chronologic although he had not implemented completely as what the lecturer suggested yet. Furthermore, he understood what was correct and incorrect to make better speech. The nice thing was he could stand seven minute speaking fluently and consistantly at the second speech.

BWF expressed that she was enthusiast looking at her performance through social media at the screen. She enjoyed getting verbal comments from her friends about her

performance. She then could use the comments to perform better organization and more confident.

FR also stated that he could finally focus on the outline. Although he sometimes forget what to say during the speech, he looked again the outline and then continued speaking. But she believed that by listening to friend's comments, learning from the mistakes from the first speech, and doing hard practicing, he would be able to make it.

EV stated when she evaluated the the first performance, listened to the lecturer's suggestion, and she finally could perform better at the second chance, although not the best she could, but she kept practicing. Those several perspective indicates that the previous performance podtes on facebook helps the students analyze their own and their pair's speech.

CONCLUSIONS AND SUGGESTIONS

Having good ability in front of public is not coming out directly from certain individuals, it is not even a gift of talent, but appears because of practicing, evaluating, drafting and performing over and over. Performing speeches twice, by using the guideline adapted from *Organize Your Speech* material could increase better speech delivery which impact on the students' public speaking performance.

Watching vidoe posted in social media and listening to friends' verbal comments, lecturer's suggestion and motivation become the important roles and unseparated parts in boosting the students' way to presents the speech. It is showed by the decrease of nervousness, the increase of content delivery and stay stand until six to seven minutes.

Therefore, delivering the speech six to seven minutes with presenting the one minute introductory speech confidently is one of the successful learning parameters in speaking class of the English Education study program. To other researchers, it is highly recommended to do further researches with other parameters such as how to increase speaking grammatically, and more fluently with excellent word choice.

FIGURES

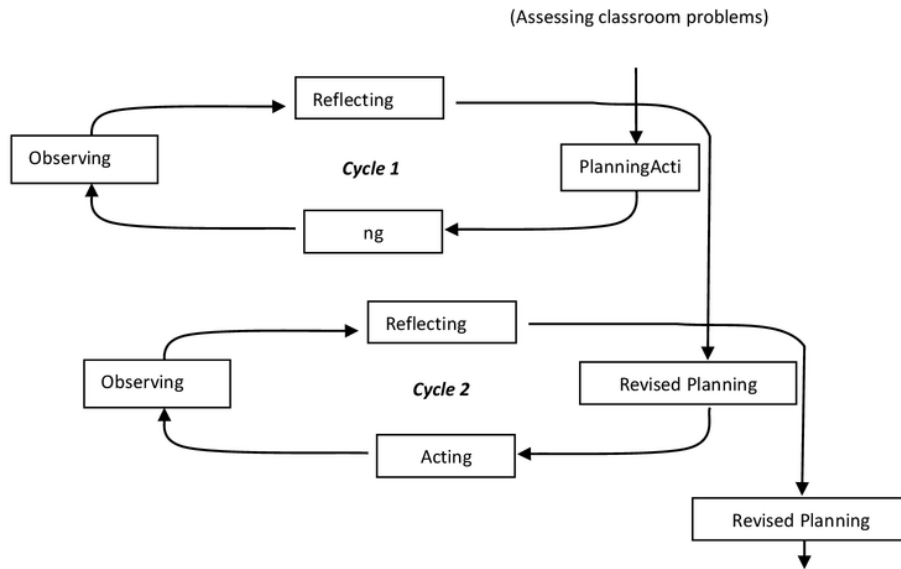


Figure1. CAR Cycles by Kemmis, S. & McTaggart, R, in Latief (2009)

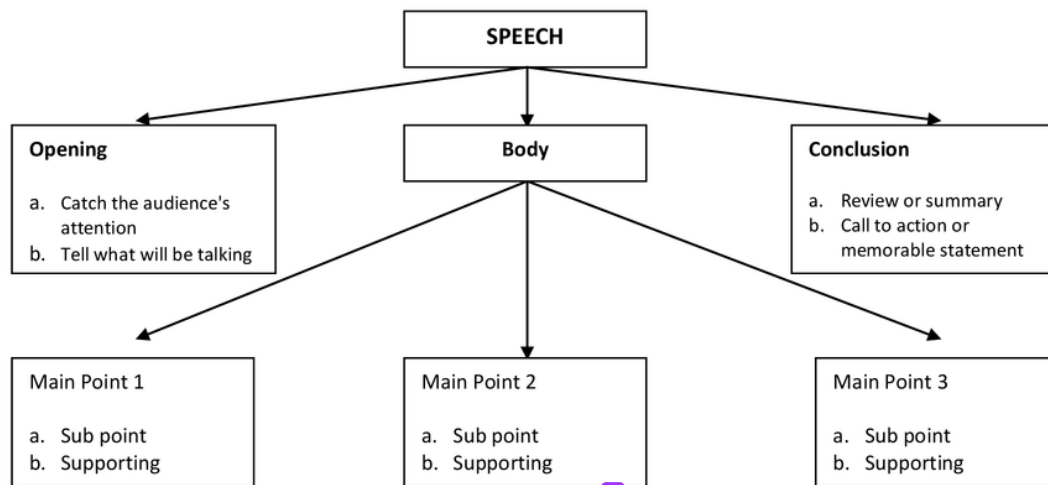


Figure 2. The Outline of the Speech

Evaluation Guide for: _____

Organize Your Speech

Title : _____

Evaluator : _____ Date : _____

NOTE TO THE EVALUATOR: *The speaker is to present a talk that is organized in a manner that leads the audience to a clearly defined goal. The speech includes a beginning, a body and a conclusion; major facts or ideas; and appropriate support material, with smooth transitions between the facts and ideas.*

5 = Excellent
 4 = Above average for the speaker's experience level
 3 = Satisfactory

5 = Could improve
1 = Needs attention

CATEGORY	SCORE	COMMENTS/ SUGGESTIONS
Speech Value (Interesting, meaningful to audience)	5 4 3 2 1	
Preparation (Research, rehearsal)	5 4 3 2 1	
Organization (Logical, clear)	5 4 3 2 1	
Opening (Attention-getting, led into topic)	5 4 3 2 1	
Body (Flowed smoothly, appropriate support material)	5 4 3 2 1	
Conclusion (Effective)	5 4 3 2 1	
Transitions (appropriate, helpful)	5 4 3 2 1	

What could the speaker have done differently to make the speech more effective?

What did you like about the presentation?

Figure 3. Scoring Rubric

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ORIGINALITY REPORT

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Publication
- 2** Gaya Tridinanti. "The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang", International Journal of Education and Literacy Studies, 2018 % **3**
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