



A Narrative Inquiry of Student's Public Speaking Ability by Bilingual (English & Arabic) at Boarding School of the Al-Mashduqiyah Kraksaan

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Abstract : A narrative inquiry of students' public speaking, ability using bilingual, English, and Arabic. This research aims to explore the story of the experience of public speaking, students during students studying at Al-Mashduqiyah. More specifically, the study aimed to understand the difficulties and coping strategies that students face when speaking in public using a foreign language. The method used by the qualitative approach is narrative inquiry. A Junior High student participated in the study. To collect data valid information researcher use questionnaires, interviews, dairy, and documentation obtained from participants and a teacher. As a result, this narrative investigation shows the problems of public speaking in two languages, individual factors, and implementing them into public speaking. To overcome difficulties in public speaking, participants apply strategies with repetition and habituation. This study shows that the mastery of language, accent, and manner of delivery is important because it affects the audience's understanding of the communication.

Keywords : Public Speaking, Language, Narrative Inquiry, Strategies.

INTRODUCTION

Public speaking is a skill in speaking that needs to be improved. Public speaking can be done in various circles by students, teachers, businessmen, politicians, etc. Some public speaking requires preparation and some without preparation and it is a skill that exists in a person. Skills in public speaking are easy to apply, public speaking can be applied to various conditions and places both formally and informally, and both indoors and outdoors. Especially for students learning to speak in public can be developed since starting elementary school. Students' ability to speak can make students feel confident and courageous. Students who can speak or who have been trained will be able to speak with or without the topic, because, for beginners to speak in public, they needed a topic and also thorough preparation so that when students appear in public he does not feel too nervous. Public speaking is public discourse, the public production of the

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man himself, so the first thing, whether temporary or important, is what man should be, think and feel worth delivering (Carnegie, 2018). As we understand that sometimes a person speaks in public speaking, carelessly, and without proper preparation and the material presented is not structured and clear.

The ability to speak like that certainly requires practice and also careful preparation so that, the audience can receive the messages that the speaker conveys. Learning how to speak and being able to present authentically is critical to getting the message at hand to your audience. To emphasize more authentic in welcome, consider the following (Williams, 2018). Public speaking methods are used for people who are professionals or who have experienced public speaking, they only record the important points of the material to be delivered so that, readers can deliver the material systematically. The method is often applied because students do not need to look for important points in public speaking material, students only need to memorize the material to be delivered and also prepare it carefully so that the speaker can perform optimally. The only way to get effective expression is to practice it for less than an hour a day until the student has thoroughly tamed and trained his voice and himself for proper expression (Kleiser, 2021).

The difficulties often faced by students in public speaking are certainly a sense of nervousness, lack of confidence, lack of mastering the material, and lack of practice so that when students speak in public the delivery will not be maximized and the audience will not receive the message delivered. You may not know that a large part of language anxiety comes from nervousness. What often happens when you want to appear to speak in public is nervousness. That nervousness is a common thing for a speaker, especially for a student. It happens that it is caused by beginners or because they are less accustomed to speaking in public, when delivering the material is less than the maximum.

Many people who speak English or another language as a second language share the same fear: What about my foreign accent? This anxiety involves not only the general embarrassment of your alleged accent but also the potentially damaging effect you mistakenly believe your speech might have. It affects the way you deliver your speech in public. It could be a fear you can throw in the trash. As long as you keep practicing your presentation, you will have no trouble finding the right words. This news is nothing new, the speaker has known about it for years. Essentially, the more you prepare your speech and the more words you use, the easier it will be for you to come up with the right words. It is a natural fear that you feel that some people in your audience might not understand your speech. If you speak with an accent, you may be

repeating yourself because people do not quite understand what you say the first time, but even some native speakers are hard to understand when they come up to the podium. This is one aspect of using your development language that you do not need to worry about. Native speakers are often told to speak slowly when speaking in public. If there is one big criticism, especially for people who are not used to standing in front of a podium, it is that they talk too quickly (Nelson, 2018).

Bilingual and multilingual education refers to the use of two or more languages as teaching languages. In professional literature, these two forms are often combined as bilingual instruction. If students can master one or more languages, then it is a talent that can be owned by students (Nurakhir, 2019). Skills in public speaking, and it could use one or more of them can provide benefits for the students themselves. This happened in a hut Al-Mashduqiah. After several days of research in the cottage researchers found a language institute where the institution manages to develop the talents and interests of students in the language so that students can use one or more languages and can also explore these talents after graduating from the cottage. The research conducted is different from previous research in which the previous research public speaking is programmed in a school with learning being held in Al-Mashduqiyah public speaking is programmed in an existing language institution in a cottage and there is only learning for new students while the students who have not been learning for a long time. This study aims to look at the perception of students, teachers, and also school institutions. This research is done to be useful and can also be applied both in school institutions and cottage institutions.

RESEARCH METHODS

This research uses a qualitative research design. Qualitative research consists of three cycles; design cycle, data collection cycle, and analytical cycle (Monique Hennink, Inge Hutter, Ajay Biley, 2020). The researcher conducted direct observations to determine the challenges of students in public speaking, and the researcher also conducted interviews with students to obtain information. The researcher use narrative inquiry as a focused study. Narrative refers to almost anything that uses story data, narrative or story as representation, narrative as content analysis, narrative as structure, etc (D Jean Clandinin, 2023) The researcher obtained information about students' learning experiences in public speaking in two languages. The researcher took students or students and a teacher of a boarding school in Al-Mashduqiyah as people who participated in the study. Where the researcher asked for data from students by telling personal experiences in public speaking, using two languages.

The researcher uses observation methods in data collection. The researcher collected data through interviews, dairy, and documentation. First, the researchers collected data through observation of the public speaking Competition held. How do students convey a topic to the audience and does the audience understand what the speaker is conveying? Second, researchers provide questionnaires to students to be filled and also researchers conducted interviews with students to ask about learning public speaking. Third, the researchers asked students to make a dairy about their experience in learning public speaking in two languages.

The quality of qualitative research is also measured by the accuracy of research methods and data analysis used. This is important to be disclosed because in fact, the field is often encountered the occurrence of errors in the method used (Albi Anggito & Johan Setiawan, 2018). Analytical methods vary across scientific disciplines, and the best stage to determine the correct analytical method is early in the research process, not as an afterthought. To obtain valid data, researchers gave questionnaires to students to find out the challenges faced by students and how students overcome them.

RESULT AND DISCUSSION

Based on the results found by the research, that a language program that is public speaking in several languages that the cottage of Al-Mashduqiyah held. In this section, the study retells the stories that the participants already have spoken by knowing the students' experiences in different languages contextually in the cottage. Public speaking uses two languages combined into a public speaking experience in a competition.

Based on the dairy that Wulan and Desi tell about their experiences during they study from VII until IX. They tell their story during study English and Arabic, their experiences during a routine week, and public speaking competition; Wulan's story. Wulan has been studying Arabic and English for three years. The first lesson since she learns in grade VII Junior High School until now. For school, he received Arabic or English lessons according to the material presented by the teacher. She explains that language learning is largely less interactive and communicative. The teacher focuses only on the material and modules, so she cannot speak the language. In the cottage, every day, she is given Indonesian vocabulary, and it must be translated into Arabic and English and then memorized. She also applies the vocabulary that has been memorized so that she can master speaking English and Arabic. At first, Wulan still could not speak Arabic or English. However, because she is required to and also accustomed to it, she can speak Arabic and English. When a routine week, she prepares everything that will be used to

perform. In training intonation, articulation, gesture, facial expressions, how to pronounce, and how to deliver so that, when performing can be maximized. She was motivated to train hard so that she could be more confident by asking the teacher to correct what was still lacking in her appearance. However, when performing she feels nervous, she fears no one is better than her. In fact, because of the nervousness she experienced, she forgot what she wanted to say next. Even so, she tried his best to appear in front of the audience. When a public speaking, competency schedule is held every year, her group appoints a group to perform public speaking. At first, she refused because she was afraid of not being able to perform when competence began. However, because she was forced, she finally wanted to perform. At the time, of the division of the topic, she was looking for material on the topic in the language laboratory and prepare over all. She did the best she could. Although she ever failed and in the end she also won the competence.

Desi's story. Since the eighth grade of Junior High School, Desi has never liked speaking, English and Arabic. She just loves learning foreign languages. That's because the teacher only gives material and gives assignments so that she likes to write English and Arabic vocabulary, but as time went by siring began to like to speak English and Arabic. In addition to being required to speak English or Arabic at the cottage, she must also attend a public speaking program that is held regularly so that she can begin to speak English or Arabic. When Desi first came up with the topic and was asked to compose a text for a routine public speaking event, she had difficulty composing the text of the speech. She asked the senior one who was already experienced in wading through text, but after a year, she was able to compose a text for use in public speaking, in both English and Arabic. In composing and understanding public-speaking texts in Arabic or English, she has difficulty. She said that "composing and understanding Arabic texts is easier than texts in English form". When the public speaking, competition was held, Desi was appointed by her group to participate in the public speaking competition. The competition committee provided a text for Desi to learn and understand. When practicing, she has difficulty in training intonation, gestures, articulation, manner of delivery, and the accent of the language in which she competes. Even she was less confident because she felt would not be able to perform when she appeared in front of many people. She also feels nervous and even trembles when performing so she forgets some of the words that will be spoken, but the second time, she could do better.

Based on the result of observation that basically, every material or skill must have teaching and learning activities. Likewise, public speaking also has teaching and learning activities. However, what distinguishes it is what methods are given by teachers in explaining

the material. In Islamic boarding school of Al-Mashduqiyah, teachers held public speaking teaching and learning activities for new students. The teacher explained several things about public speaking, namely opening, content, closing, accent, and how to deliver using the lecture method. After a year of study, the teacher applies the habituation method. Teachers let students compose, practice, and prepare things that students will use in public speaking. Teachers provide space for students to mentally train themselves to cultivate a sense of self-confidence and eliminate nervousness.

Based on the results of interviews with students, researchers found that when appearing to speak in public, students have several factors that can cause students can't perform optimally when speaking in public let alone using a foreign language, namely; (1) Nervous. This must be experienced by everyone in every condition. (2) A lack of confidence. Referring to cognitive vision, he added that "confidence" and knowledge are related to PSA levels. Notably, learners with high, medium, and low PSA levels differed in their level of proficiency and confidence in handling English debates (Hidayoza, P., Amri, Z., & Wahyuni, D, 2019). (3) The lack of preparation. Before performing things that must be considered by students such as training how to deliver, gestures, facial expressions, intonation, articulation, and pronunciation. This can lead to students not being able to perform optimally. (4) The mother of tongue. Because it often uses the mother tongue when speaking in public using a foreign language accent used the mother tongue so that it sounds to the audience and speaking of mother tongue. (5) More communication is not always better. Some people believe that involving a short conversation when speaking in public attracts the attention of the audience and also to know if the material presented by the speaker is understandable or not.

Difficulty in mastering a foreign language is a natural thing for a person. Judging from the results of this study, students are more likely to be able to speak the Arabic language than English. Several factors can make students more likely to master Arabic than English, namely; (1) Arabic vocabulary is easier to pronounce than English. In addition to English, vocabulary is not the same as the way it is pronounced, Arabic is easier to pronounce because Arabic writing is the same as pronunciation. (2) Arabic is the language of the Qur'an so it is easier to read than English. As in surah Yusuf (Joseph) verse 2 which means "indeed we have sent it down in the form of the Qur'an in Arabic so that you may understand". (3) all subjects who speak Arabic accept general subjects so that due to the habit of Reading Arabic writing makes students accustomed to speaking using Arabic.

Overcoming strategies to speaking challenges. In general, when students speak in front of the public must have challenges. These strategies used can make students appear more maximum. In order to establish the correct seriousness of the topic and to attract the audience's full attention, the speaker uses some specific strategies to determine the central topic (Braj Mohan, 2019). These strategies used by students before appearing to speak in public at Al-Mashduqiyah are; (1) Students memorize the topic to be presented, then students understand the purpose of the topic to be delivered. (2) Students train in body gestures, intonation, articulation, facial expressions, pronunciation in a foreign language, and delivery. (3) Practice, practice, and practice is done repeatedly so that when performance can be maximized (Carnegie, 2018). In addition to the suggested benefits of providing practical support in public speaking, there was a "Practice and Prepare" topic where students shared strategies they used to reduce their fear of public speaking. The importance of practice in the subject was reported extensively by many students (R Grieve, J Woodley, A. Mckay, 2021). (4) To reduce nervousness, usually students pray or do something that can quench the nerves so that when performing there are no words that forget to say.

Table 1. The result of an assessment of public speaking

Indicators	Arabic	English	Implication
Intonation	Good enough	Good	Valid
Articulation	Good enough	Good	Valid
Gesture	Good	Good	Valid
Spelling	Good enough	Good	Valid
Delivery	Good enough	Enough	Valid

The results of the assessment obtained by students in public speaking show that public speaking using more than one foreign language, students will be more likely to one language mastered, because mastering more than one language has different difficulties. The results of the interview said that Arabic is easier to master than English, because Arabic is the language of the Qur'an that is read every day and also in school lessons mostly use Arabic writing. Therefore, the assessment results obtained by Wulan and Desi when speaking in public using Arabic or English, they are more likely to be able to speak in public using Arabic than English.

Mastering more than one language and which Arabic and English have different difficulties and also how to overcome them. There must be a more dominant one of them. Especially the students of Al-Mashduqiyah the two students who the researchers studied were more dominant in mastering Arabic than English. Likewise, when speaking in public using Arabic or English they can perform optimally by using Arabic than English. To be balanced

when learning Arabic or English students must often listen to the conversation in either English or Arabic. Students must also keep pace with learning Arabic or English. Memorizing Arabic vocabulary is as much as memorizing English Vocabulary.

CONCLUSION

Difficulties in public speaking that must be experienced by a beginner or a professional is a natural thing. However, important things when you want to appear in public speaking must be considered and prepared so that when performing can be maximized. This study shows that the mastery of language, accent, and manner of delivery is important because it affects the understanding of audience communication so that the audience can respond to what the student is presenting. Moreover, in public speaking, the students must master the material, the language used, the accent, and also the way of delivery, because it is very influential to the audience's response. The students also can attract the audience so that the audience understands what has been presented.

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