

STUDENTS' PUBLIC SPEAKING OBSTACLES IN JOINING INDONESIA INTERNATIONAL IOT OLYMPIAD (I3O)

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ABSTRACT

The study aimed to know students' public speaking obstacles in joining Indonesia International IoT Olympiad (I3O) and strategies to overcome it. The study used qualitative research with case study design. It took 6 students from fourth and sixth semester. There were 3 students from English Education Department and 3 students from Non-English Education Department (Agriculture, Information Systems, and Mathematics Education) who joined I3O 2022. The researcher took offline and online competitions which is an online competition (judging session record) got when the researcher became a moderator in that event. The study used questionnaire, interview, and observation for the instruments. It found linguistic and non-linguistic obstacles in public speaking. Linguistic obstacles for English major and non-English major students are lack of grammar, lack of vocabulary, and lack of pronunciation. In non-linguistic obstacles, English major students faced inhibition, fear of making mistakes, felt nervous and anxiety, can't cooperate with team, worried when they were answering questions from judges, fear that audience didn't understand what they said, didn't master the material, and confused to start speaking. While, Non-English major students faced inhibition, felt nothing to say, became low participation, use mother tongue, fear of making mistakes, nervous, anxiety, loss of self-confidence, can't cooperate with team, worried when answer the questions from judges. English and non-English major students have strategies to overcome public speaking obstacles. There are gesturing, practicing, using note card, visualization, and preparation.

Keywords: Speaking, Public Speaking Obstacles, IoT

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hambatan public speaking mahasiswa dalam mengikuti Indonesia International IoT Olympiad (I3O) dan strategi untuk mengatasinya. Penelitian ini menggunakan penelitian kualitatif dengan desain studi kasus. Dibutuhkan 6 mahasiswa dari semester empat dan enam. Ada 3 mahasiswa dari Jurusan Pendidikan Bahasa Inggris dan 3 mahasiswa dari Jurusan Pendidikan Non-Bahasa Inggris (Pertanian, Sistem Informasi, dan Pendidikan Matematika) yang mengikuti I3O 2022. Peneliti mengambil kompetisi offline dan online yang merupakan kompetisi online (rekaman sesi penjurian) didapat ketika peneliti menjadi moderator dalam acara tersebut. Instrumen penelitian ini menggunakan angket, wawancara, dan observasi. Ditemukan hambatan linguistik dan non-linguistik dalam berbicara di depan umum. Hambatan linguistik untuk siswa jurusan bahasa Inggris dan non-bahasa Inggris adalah kurangnya tata bahasa, kurangnya kosa kata, dan kurangnya pengucapan. Dalam hambatan non-linguistik, siswa jurusan bahasa Inggris menghadapi hambatan, takut melakukan kesalahan, merasa gugup dan cemas, tidak dapat bekerja sama dengan tim, khawatir ketika menjawab pertanyaan dari juri, takut audiens tidak mengerti apa yang mereka katakan, tidak menguasai materi, dan bingung untuk memulai berbicara. Sementara, siswa jurusan Non-Bahasa Inggris mengalami hambatan, merasa tidak ingin berkata apa-apa, menjadi rendah partisipasi, menggunakan bahasa ibu, takut melakukan kesalahan, gugup, cemas, kehilangan kepercayaan diri, tidak dapat bekerja sama dengan tim, khawatir saat menjawab pertanyaan dari hakim. Siswa jurusan bahasa Inggris dan non-Inggris memiliki strategi untuk mengatasi hambatan berbicara di depan umum. Ada gestur, latihan, penggunaan kartu catatan, visualisasi, dan persiapan.

Kata Kunci: Kemampuan Berbicara, Hambatan Berbicara di Depan Umum, IoT

INTRODUCTION

English is one of the international languages which has been recognized in the world. One of the important skills in English ability is speaking. Speaking is delivering expression orally to communicate effectively to make a request and to make a speech (Nunan, 1991). Delivering speaking in public, we called public speaking.

Public speaking is the most important skill of communication to deliver opinions, ideas, or information in front of the audience. It is often used in contexts such as presentations, speeches, debates, lectures, etc. But some students who join international competitions don't deliver their opinions, ideas, or information well. They find obstacles when they are presentations. According to (Pratama, 2018) public speaking differs from other communication because the speaker must know their audience well. (Quoc Thao & Thi Nhu Nguyet, 2019) mentioned that communication competence is emphasized as one of the learning outcomes targets in some English Training programs. So, public speaking is belonging as one of the learning outcomes targets.

Some previous studies show that students face obstacles in public speaking. (Rindu Kinasih, 2022) indicated that students' public speaking obstacles found anxiety and discomposure. In another hand, the poor quality of learning materials also impacts public speaking classes and makes the students difficult to speak naturally. Moreover, (Kembaren et al., 2022) found fears faced by students in public speaking such as fear of making mistakes in choosing words, lack of self-confidence, lack of practice, feeling nervous, and fear of being judged. Not only is it caused by fears faced by students but also caused by mental readiness. (Sugiyati & Indriani, 2021) also mentioned that most of the students agreed that the public speaking obstacles caused by fear of negative evaluation are major anxiety-provoking in communication apprehension and test anxiety.

However, all obstacles must have strategies used by students to overcome it. (Rindu Kinasih, 2022) have a strategy to enhance students' public speaking skills through analysis of using movies to deliver speeches. In the movie, there is audio-visual that can help students to make it easy to understand unknown vocabulary. Many participants could ask basic questions and tell general stories as a final of the findings. In another study, (Pratama, 2018) have strategies used by students to overcome public speaking obstacles such as practice, relaxation, visualization, gestures, and using note cards. After implementing those strategies, the result significantly affected Mr. X's speech and felt comfortable speaking in front of the public.

Based on the explanation above, this study has similarities with the previous study in students' public speaking obstacles and the strategies used by students to overcome it. Then, the difference is this study to know students' public speaking obstacles in joining the Indonesia International IoT Olympiad (I3O) and explore the strategies used by students to overcome it.

This study aimed to know students' public speaking obstacles in joining Indonesia International IoT Olympiad (I3O) and strategies used by students to overcome public speaking obstacles in joining Indonesia International IoT Olympiad (I3O).

By carrying out this study, the researcher hopes that this study will be beneficial both theoretically and practically. For theoretically, it is hoped that this study can be used as one of the references by future researchers who will conduct the same study related to this study. While, practically, for the lecturer, the researcher hopes this study can give more knowledge about public speaking so that the lecturer can assist college students to increase public speaking in joining the Indonesia International IoT Olympiad (I3O). For the college students, the researcher hopes this study can give more information to college students who will join the Indonesia International IoT Olympiad (I3O) so that

college students can prepare their public speaking well before joining the Indonesia International IoT Olympiad (I3O). For readers, the researcher hopes this study will develop more knowledge about public speaking to the readers.

LITERATURE REVIEW

Speaking

Speaking is one of the important skills to make effective communication. It is not only spoken but the meaning of speaking is delivering the message, information, opinion, emotion, and thought by word of mouth to others. Also (Nunan, 1991) stated that speaking is delivering expression orally to communicate effectively to make a request and to make a speech. According to (Wahyuningsih & Afandi, 2020), speaking has a crucial role for students to convey the message which indicates different typical from the written one.

(Nunan, 1991) said that studying speaking skills is the most important aspect of a foreign or second language and success is measured based on the ability to perform a conversation in the language. In this sense, some students find obstacles during they are speaking with interlocutors.

Public Speaking

Public speaking is communication competence to speak in front of the public that must be owned by people, especially students. (Al-Tamimi, 2014) said that one of the goals of teaching English in Yemeni universities is to improve the student's general, especially oral, and expressive skills, and encourage them to get sufficient opportunities to use the foreign language fluently. Then, this study focuses on oral presentation. According to (Barrett et al., 2022) mentioned that oral presentation (OP) academic in higher education is carried out to convey study, evaluation, or give knowledge about genre discourse. To do study, evaluation, and other presentation activities, students can make a group project for growing their mindset by improving critical thinking, collaboration skills, and problem-solving in the workplace.

But some non-native students find obstacles while preparing for oral presentations.

Aspects of Public Speaking

There are two fundamental aspects of public speaking to support while delivering the information such as verbal delivery and non-verbal delivery. For verbal delivery, how students deliver words through speech. Many students have mistake to write out their entire speech and then try to read the speech back to the listeners. So, simply the students create the outline of the content. It can make more comfortable speaking from a set of notes. While, non-verbal deliver has three aspects such as eye contact, gestures, and movement.

Obstacles of Public Speaking

(Galuh et al., 2023) analyzed obstacles in speaking English in the linguistic category. Linguistics is the scientific study of language and its structure such as phonology (sound patterns), phonetics (sound), grammar, etc. Linguistic obstacles often found are lack of grammar, lack of vocabulary, and lack of pronunciation.

Another obstacle to English speaking is non-linguistic. Non-linguistic obstacles are caused by the psychological obstacle. Psychological obstacles often effect of mental health such as thoughts, emotions, and behavior. According to (Ur, 1996) stated that there are four factors speaking obstacles, and they are inhibition, nothing to say, low or uneven participant, and mother tongue use.

Indonesia International IoT Olympiad (I3O)

International competition is an international program to measure the ability of people. These programs who joined by individuals or groups that have the same goal. It is held by institutions and there is a collaboration between international universities and national universities. Indonesian Young Scientists Association (IYSA) is one of the institutions that develop the potential, talents, and creativity of Indonesian students by providing opportunities to participate in scientific and non-competitive competitions and activities both at home and abroad.

While after pandemic Covid 19, students are given a chance to explore innovation and creativity in science and technology by joining International competition. IYSA holds a competition to develop student's capacity which is Indonesia International IoT Olympiad (I3O). The Indonesia International IoT Olympiad 2022 is one of IYSA's international events focusing on the IoT category. IYSA is collaborating with Universitas Muria Kudus 2022 to make a greater impact on the world of science through the IoT category.

I3O was able to invite 162 teams from 14 countries (Indonesia, Thailand, Malaysia, Vietnam, Serbia, USA, TURKEY, UAE, Iran, Macedonia MK, Mexico, Puerto Rico, Singapore, Bangladesh). The events took place as hybrids (online and offline) remembered that after pandemic covid 19 the event must be held. The opening ceremony on May 21, 2022 to the judging day on May 22, 2022 and the award ceremony on May 23, 2022. The online competition is held by using Zoom meeting. The offline competition was organized at Universitas Muria Kudus on May 23, 2022. Now that event is still being held by IYSA and made large networking. The researcher chooses an online and offline competition to take the study data.

English and Non-English Major Students

English major students are students who take English major in university. The students study English deeply and have concerns about English such as career or business, traveling, academic studies, etc. Certainly, English major students study English language skills such as listening, speaking, reading, and writing, to communicate effectively in English in various contexts.

Vice versa, Non-English major students are students who do not take English major in university such as agriculture, engineering, psychology, math education, etc. They may be studying a variety of subjects in addition to English.

Students who joined I3O have the qualification to has the potential, talents, and creativity to participate in scientific and non-competitive competitions and activities both at home and abroad.

RESEARCH METHODOLOGY

This study used qualitative research with a case study design. The data of this study were public speaking obstacles faced by English major students and non-English major students of Universitas Muria Kudus who experienced the Indonesia International IoT Olympiad (I3O) and the way to overcome it. The researcher took 6 students from fourth and sixth semester as participants with different majors. The participants were 3 students from English Education Department and 3 students from Non-English Education Department (Agriculture, Information Systems, and Mathematics Education) who joined "Indonesia International IoT Olympiad (I3O) 2022". The researcher took offline and online competitions which is an online competition (judging session record) got when the researcher became a moderator in that event.

The researcher collected the data by questionnaire, interview, and observation. For questionnaire used close-ended questionnaire and consist of five-point Likert Scale. It used Google Form as an online media. For the interview, the researcher used semi-structured interviews. For observation, the researcher has a role as a non-participants and this instruments as supporting data.

After collecting the data, the researcher analyzed the data by using the techniques by (Creswell, 2014). There were 6 steps for data analysis techniques such as organizing and preparing the data, reading at all data, starting coding all of data, using coding process to generate a description of the setting or people as wess as categories or themes, advancing how the description abd themes will be represented, and making an interpretation of the findings.

The trustworthiness of this study was determined by triangulation. The triangulation shown in this study represents the triangulation of measure. Triangulation of measure was shown in the use of multiple data collection and analysis. The data would be gathered using three instruments such as observation, questionnaire, and interview.

FINDINGS AND DISCUSSION

The Students' Public Speaking Obstacles in Joining Indonesia International IoT Olympiad (I3O)

Based on the results of questionnaire, in linguistic obstacles, as many as 66,7 % English major students adequately have lack of grammar. They speak English but didn't concern to use grammar well. There are many tenses and formulas. They didn't find any fun ways to learn grammar. Sometimes they use reverse grammar. Meanwhile, 33,3% non-English major students concur have lack of grammar when doing public speaking. They consent that grammar is varieties and hard to remember all the formulas. They seldom practice speaking English with correct grammar. They thought that grammar is not really important, so they didn't pay much attention. If students on the country, students who have ability to speak English but never to use their English in daily life, their English speaking will be decreased.

There are 66,7 % English and non-English major students sufficient have public speaking obstacles in lack of vocabulary. It is commonly known that vocabulary is one of the essential components in public speaking. They need to enrich vocabulary before join Indonesia International IoT Olympiad (I3O). In this case, they meet new foreign friends and foreign judges who are different country and have to be able to speak English.

There are 66,7% English major students dissent have lack of pronunciation. Meanwhile there are 33,3 % non-English major students approve have lack of pronunciation. It is very important aspect in public speaking to learn how to produce English word correctly. In this case, the students have obstacles in pronouncing some words while presenting material. If students pronounce unclear or uncorrected word, it may cause mispronounce words. Therefore, the students should have more practice pronunciation to improve the ability to pronounce good words.

In non-linguistic obstacles, it is found that 66,7% of English major students rather got inhibition when they did presentation, felt shy and looked like nervous when presenting the material and answering questions, they felt

cooperate with the team in judging session. Also highly, 100% of students agree that they were worried when they were answering questions from judges. Meanwhile, it is found that 100% they disagree to felt fear of making mistakes, also highly disagree 67% they feel nothing to say when did presentation, became low participation, used mother tongue, loss of self-confident and anxiety, started to panic when they did presentation and not sure about their preparation, afraid that other students will laugh and judge them when they were doing public speaking.

It is found that 100% of non-English major students are rather used mother tongue and have loss of self-confidence when were doing public speaking. Also highly 67% of students rather felt nothing to say, shy and looked nervous when presenting the material and answer questions, and they were worried when they were answering questions from judges.

Based on results of interview, in linguistic obstacles, for English major and non-English major have lack of grammar. Most of them didn't pay attention for applying grammar in speaking. It has many tenses and roles, so it is hard to remember when using grammar. They have incorrect verbs and incorrect prepositions when did a presentation in judging session.

In lack of vocabulary, in English major students, they are confused when they found new vocabulary for proper the meaning. But, they assume language is contextual. It is not translated word by word. It translates by context. Meanwhile, in non-English major students has obstacle when translated good sentences in Indonesia to good sentences in English.

In lack of pronunciation, for English major student have some stuttering or "belibet" when found new words. Some students didn't have any obstacles when pronounce word. But sometimes the obstacle is stressing the word. While non-English major students have lack of pronounce strange words. They never hear the new words and confused about how to pronounce well.

First, the students got inhibition or fear of making mistakes. Its obstacle usually lead to a loss of enthusiasm for learning. It is the psychological obstacles that make it difficult to speak English. They are fear of making mistake because they think first that they fear to get judgment from the audience whereas they don't know the audience who are capable or not really capable in English.

Second, the students got nervous, anxiety, and fear that the audience doesn't understand. Feeling nervous is commonly experienced by students. They feel nervous when they start public speaking. Then, they can fix it in their own way. If they deliver her speech, they feel anxiety when the audience can't understand what they mean. Then, suddenly they forget to say something in the middle of the speech.

Third, the students faced didn't master the material. If the students didn't master the material, they will not understand what they will talk. They have no preparation before doing public speaking. The students feel obstacles when answering the questions from judges, so it takes some second to think and arrange about the words before they say.

Fourth, the student felt nothing to say. Sometimes they have no motivation to speak English. But in this case, students start to have the motivation to join an international program like joining student exchange, International Credit Transfer (ICT), and Independent Study. They will push themselves to speak out.

Fifth, students feel that environment is obstacle to growing up speaking in public. Sometimes, their friends judge when they speak English. It can make students loss of confident to speak English again. It is also caused by English is not use in daily. There is no support and partner to speak English, so it became lack of practice.

Sixth, low participation when answering questions from judges. The students only read the material when presentation and didn't help other friends to answer the questions from judges. They have good sentence in Indonesia but difficult translate to English. In non-lingusitic obstacles, English major students faced fear of making mistakes,

nervous, and anxiety, fear that the audience does not understand, not mastering the material. Moreover, Non-English major students faced inhibition, fear of making mistakes, nervous, and anxiety, didn't master the material, nothing to say, environment, and low participation.

Based on observation as supporting data, it found students public speaking obstacles in joining Indonesia International IoT Olympiad (I3O). In linguistic obstacles, English major students have lack of grammar when doing public speaking in judging session. They have missing verbs and incorrect preposition. While, in non-linguistic obstacles, they got inhibition such as student got a bad connection, so sometimes the audio was not clear, suddenly out from the zoom meeting, and couldn't catch the meaning questions from judges. She felt nervous and anxiety when started the presentation and had trouble connection and answered the questions. Sometimes students felt confused to start speaking and take a long time to think.

Meanwhile, non-English major students also faced linguistic obstacles such as has lack of grammar and pronunciation. The students used incorrect prepositions and mispronounced some words. In non-linguistic obstacles, students got inhibition, felt nothing to say, became low participation, nervous, anxiety, and couldn't cooperate with his team in judging session because the student only presented the material and didn't help their friend to answer the questions from judges. Students just quiet in questions and answer session.

Hence, the results from questionnaire, interview, and observation stated that English and non-English major students faced linguistic obstacles such as have lack of grammar, lack of vocabulary, and lack of pronunciation which is supported by (Galuh et al., 2023) analyzed speaking problems faced by non-EFL students caused by linguistic which are lack of vocabulary, lack of grammar, and poor pronunciation.

Meanwhile, in non-linguistic obstacles, English major students faced inhibition which is corresponding with one of findings of (Ur, 1996). Then, the students

faced fear of making mistakes, didn't master the material, fear that audience didn't understand what they said which is consistent with finding of (Dansieh et al., 2021) is students face problems when they are doing public speaking, such as insufficient preparation, fear of making mistakes, and timidity also as challenge become effect students' ability to speaking in public. They felt nervous which is supported with finding of (Sangaji, 2019) stated that the students found problems when speaking like nervousness. They felt anxiety which is appropriate with finding of (Galuh et al., 2023) that analyzed speaking problems faced by non-EFL students caused by non-linguistic, such as anxiety. Then, they can't cooperate with team, worried when they were answering questions from judges, and confused to start speaking.

For non-English major students in non-linguistic obstacles faced inhibition, felt nothing to say, became low participation, use mother tongue which is corresponding with findings of (Ur, 1996) that found four public speaking obstacles. Then, the students faced fear of making mistakes, loss of self-confidence, worried when answer the questions from judges, nervous which is suitable with finding of (Kembaren et al., 2022) that has been conducted research and found 4 problems experienced when the 6 students of English Education at the University of Medan did public speaking. They are nervous feelings, lack of self-confidence, fear of making mistakes in choosing words, dan fear of being judged. They felt anxiety which is supported with finding of (Rindu Kinasih, 2022) that investigated 67 students majoring in English Language and Literature found anxiety when they are joining online classes. Those public speaking problems can obstruct students in the learning process. Then, they faced can't cooperate with the team.

The Strategies Used by Students to Overcome Public Speaking Obstacles in Joining Indonesia International IoT Olympiad (I3O)

Based on results of questionnaire, strategies used by students to overcome public speaking obstacles for English major students as follow: as many as 67% they agree use physical movement to reduce their anxiety, use

note card to help them when doing public speaking, have good mindset when doing public speaking, prepare well before did public speaking, practice English speaking skill and presentation to increase their ability.

While for non-English major, as many as 67% they agree that they use physical movement to reduce their anxiety and prepare well before they did public speaking, practice English speaking skill, presentation to increase their ability, and use note card to help them when doing public speaking.

Based on results of interview, the researcher collected their response about their strategies to overcome public speaking obstacles. It is divided into five aspects for English and non-English major students. There are four aspects: gesturing, practicing, using note card, and visualization which is consistent with findings of (Pratama, 2018). Last aspect is preparation which is consistent with findings of (Grieve et al., 2021).

Therefore, the results from questionnaire and interview stated that English and non-English major agree have strategies to overcome public speaking obstacles in joining Indonesia International IoT Olympiad (I3O). There are four aspects appropriate with findings of (Pratama, 2018) such as he have strategies to overcome public speaking obstacles such as practice, visualization, gestures, and using note cards and one of the findings of (Grieve et al., 2021) such as they also have strategies to reduce their public speaking obstacles including oral presentations such as practicing, preparation, and more practical support needed.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the study findings and the discussion, the researcher summed up as follows:

Joining Indonesia International IoT Olympiad (I3O), the students face linguistic and non-linguistic obstacles in public speaking. Linguistic obstacles for English major and non-English major students are lack of grammar, lack of vocabulary, and lack of

pronunciation. Then, they found more non-linguistic obstacles. English major students faced inhibition, fear of making mistakes, felt nervous and anxiety, can't cooperate with team, worried when they were answering questions from judges, fear that audience didn't understand what they said, didn't master the material, and confused to start speaking. While, Non-English major students faced inhibition, felt nothing to say, became low participation, use mother tongue, fear of making mistakes, nervous, anxiety, loss of self-confidence, can't cooperate with team, worried when answer the questions from judges.

Even though they obtain many obstacles during joining Indonesia International IoT Olympiad (I3O), English and non-English major students have strategies to overcome public speaking obstacles. It is divided into five aspects. There are gesturing, practicing, using note card, and visualization, and preparation.

Suggestions

According to the above conclusions, the researcher gives some suggestions for this study. The suggestions are for students, lecturers, and future researchers involved in this study. For the students, This study can give more information related to students' public speaking in joining Indonesia International IoT Olympiad (I3O). Thus, the researcher suggests that students have to be more independent to increase their public speaking skill. It's a way to face the students' public speaking obstacles before joining Indonesia International IoT Olympiad (I3O). Therefore, it is should be mindful of the obstacles in public speaking.

For the lecturers, they can help them in joining English forum and English Event as preparation before joining Indonesia International IoT Olympiad (I3O). So, the students will be more ready of their public speaking skill before joining Indonesia International IoT Olympiad (I3O).

For the future researchers, this study has limitation which is investigated the students' public speaking obstacles in joining Indonesia International IoT Olympiad (I3O). The researcher hopes that the next researcher can continue this researcher on the related

topics and find out the specific data for obstacles and the strategies of public speaking.

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