A Review of Public Speaking Coursebook: A Product of English Language Center Curriculum Research and Development

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Abstract. English Language Center in Universitas Muhammadiyah Ponorogo is currently conducting a research and development of designing the best curriculum that correlates with students level and the university's pedagogical objectives. A previous internal research results imply that the Language Center should focus on two main courses: Standardized Test of Academic English Proficiency Test development and Public Speaking course project. Aligning to the prior research on Public Speaking curriculum development [1]–[3], this present study aims to deliver a final product of material development that is specifically designed for the first year students in Universitas Muhammadiyah Ponorogo. Document-based observation and analysis of Public Speaking's lesson plan is utilized as the key instrument of this research. Eight chapters of final product are presented. Furtermore, findings and discussion of the study are described qualitatively.

Keywords: *English Language Center Curriculum, Public Speaking, Coursebook*

1 INTRODUCTION

Curriculum is the center of learning that both formal and non-formal educational institutions should have. Generally speaking, curriculum provides a structured subject-matter and its teaching methodology that guide teachers and learners to well-receive required learning materials and experiences[4]–[7]. Therefore, learning goals can be successfuly achieved as expected.

The dynamic of English language center curriculum have been studied for years by many scholars[8]–[10]. Analyzing the need of learners and the specific targets that the institutions intend to accomplish is the primary stage to develop the best curriculum. A well-designed curriculum directly impacts how a teacher teaches and a student learns[11], [12]. In addition, to effectively succeed the institutions‘ aims, it is pivotal to have a strong fundamental principles that are based on intitutional policy, pedagogical goals and students‘ need analysis results[13], [14]. In summary, academic environment and conditions have a high critical influence into how the curriculum is designed.

Universitas Muhammadiyah Ponorogo, one of private universities in Indonesia, is recently evaluating what best practices that can bridge the importance of English competence for global demands and the students‘ capacity. According to the university policy, the students are

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expected to actively involve in the international forum delivering various ideas. It is because multidisiplinary fields from worldwide context are working together to reconcile current industrial revolution[1]. This underpinning purpose refers to students‘ speaking and listening competence. Although those two productive skills are required to succeed the standard from the university, critical thinking analysis competence is essential to shape the ability of conceptualizing, analyzing, applying, and synthesizing the information or ideas to the audience[15], [16]. From this perspective, public speaking course is selected as the suitable program to meet the institution expectation.

Several primary studies have been conducted to identify the needs of first year tertiary students and challenges in designing the curriculum of public speaking course in English Language Center of Universitas Muhammadiyah Ponorogo. Studies by Mufanti [17], Mufanti et al. [1], R.A. Gestanti, et al. [2] and E.P. Nimasari [18] verify that speaking anxiety is the first issue that prevents them to engage with people in group discussion forum. Another problem reported is instructors‘ obstacles in teaching public speaking materials[1], [17]. They found that it is highly demanding to develop practical materials that suit with students‘ study background. The present study focuses on conducting a further research that fills the gap from the aformentioned research results. The objective of the study is developing a coursebook material based on lesson plan from public speaking program. Eight chapters of a coursebook final product are presented qualitatively.

2 METHODOLOGY

The study is classified as a qualitative research which addresses findings and discussion according to the data analysis descriptively. Two main instruments are used in the study. Literature reviews from the primary studies related to the research are gained as the underlying theory for the study[19]. Moreover, lesson plan of public speaking course program is employed as a center framework of the product since lesson plan is the central of material development[20]–[22]. Data of the study are collected from literature reviews and lesson plan’s content. Thus, the raw material is organized using bottom-up approach. This approach is chosen as the best approach based on the results of the primary study[6], [23], [24].

3 FINDINGS AND DISCUSSION

3.1 Public Speaking Course Framework

Public speaking course program in English Language Center of Universitas Muhammadiyah Ponorogo is designed to develop speaking and listening competence of various critical ideas according to students’ background of studies and to reduce students’ anxiety and psychological barriers during their speech performance. The course consists of 16 meetings including learning class process, pre and post-test of speech. In the end of the program, students are required to be able deliver a six to eight-minute English public speaking that reflects innovative ideas in their disciplines. For instance, students of health science study program should be able to present their public speaking of cases related to the issues of health science. Therefore, students will have topics of speech depending on their filed of discipline. The following figure is the public speaking rubric descriptors to assess students’ performance.

PUBLIC SPEAKING OVERALL PERFORMANCE

Performance Standard	Advanced (4)	Proficient (3)	Basic (2)	Minimal (1)	Deficient (0)
CONTENT					
Locates, synthesizes and employs compelling supporting materials	All key points are well supported with a variety of credible materials (e.g., facts, stats, quotes, etc.); sources provide excellent support for thesis; all sources clearly cited	Main points were supported with appropriate material; sources correspond suitably to thesis; nearly all sources cited	Points were generally supported using an adequate mix of materials; some evidence supports thesis; source citations need to be clarified	Some points were not supported, a greater quantity/quality of material needed; some sources of very poor quality	Supporting materials are nonexistent or are not cited
Uses an effective organizational pattern	Very well organized; main points clear, mutually exclusive and directly related to the thesis; effective transitions and signposts	Organizational pattern is evident, main points are apparent, transitions present between main points; some use of signposts	Organizational pattern somewhat evident; main points are present but not mutually exclusive; transitions are present but are minimally effective	Speech did not flow well; speech was not logically organized; transitions present but not well formed	No organizational pattern; no transitions, sounded as if information was randomly presented
Develops a conclusion that reinforces the thesis and provides psychological closure	Provides clear and memorable summary of points; refers back to thesis/big picture, ends with strong clincher or call to action	Appropriate summary of points, some reference back to thesis; clear clincher or call to action	Provides some summary of points; no clear reference back to thesis; closing technique can be strengthened	Conclusion lacks clarity; trails off, ends in a tone at odds with the rest of the speech	No conclusion; speech ends abruptly and without closure
DELIVERY					
Produces accurate pronunciation, grammar, and speech	Produces excellent pronunciation, grammar; speech is on all professional and general topics as effortless and smooth as a native's speaker	Produces good pronunciation, grammar; speech is effortless and smooth, but perceptibly non-native in speed and evenness	Produces adequate pronunciation, grammar; speech is occassionally hesitant with some uneveness	Often uses of incorrect pronunciation, grammar; speech is frequently hesitant and sentences may be left uncompleted	Produces incorrect pronunciation and grammar; speech is very slowly and uneven
Effectively uses vocal expression and paralanguage to engage the audience	Excellent use of vocal variation, intensity and pacing; vocal expression natural and enthusiastic; avoids fillers	Good vocal variation and pace; vocal expression suited to assignment; few if any fillers	Demonstrates some vocal variation; enunciates clearly and speak audibly; generally avoids fillers (e.g., um, uh, like)	Sometimes uses a voice too soft or articulation too indistinct for listeners to comfortably hear; often uses fillers	Speak inaudibly; enunciates poorly; speaks in monotone; distracting fillers
Demonstrates nonverbal behavior that supports the verbal message	Postures, gestures, facial expression and eye contact well developed, natural, and display high levels of poise and confidence	Postures, gestures and facial expressions are suitable for speech, speaker appears confident	Some reliance on notes, but has adequate eye contact, generally avoids distracting mannerisms	Speaker relies heavily on notes; nonverbal expression stiff and unnatural	Usually looks down and avoids eye contact; nervo gestures and nonverbal behaviors distract from or contradict the message

Adapted From Lisa M. Schreiber, Gregory D. Paul & Lisa R. Shibley (2012) And Oller, J.W. (1979)

Fig. 1. Public Speaking's Score Rubric Descriptors

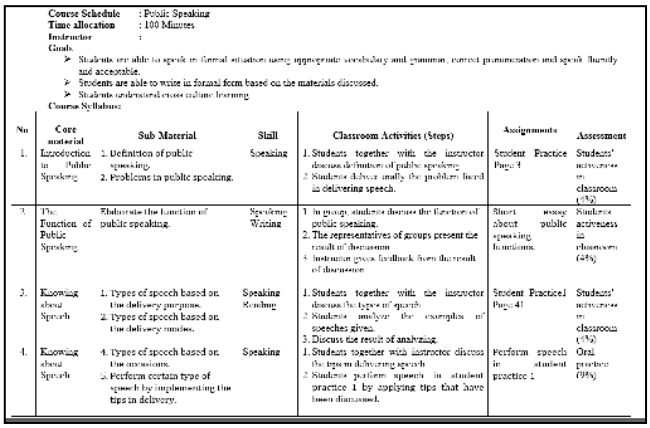
According to the results of a study by Mufanti, et al. [1], it is significant to study micro skills of public speaking before the students start to create their own speech. Some micro skills needed are, for instance, understanding the purpose of the speech, knowing the audience of the speech, and organizing important stages to give the best public speaking performance. Data from students' scores of pre-test performance also indicate that students are lack of information of how to prepare an interactive and interesting public speaking. The table below shows pre-test results.

Faculty	Pre-test	Category
Islamic Faculty	1.90	Minimal
Social and Political Science	1.82	Minimal
Teacher training and Educational	2.32	Minimal
Economic	1.91	Minimal
Engineering	1.88	Minimal
Health	1.83	Minimal
Law	1.60	Minimal

Fig. 2. Sample Students' Pre-Test Average Scores

Considering the results of public speaking pre-test, it is necessary to teach students from bottom level or micro skills to the complex ones. From this result, public speaking's lesson plan is arranged using bottom-up teaching approach and is completed by various practical

tasks that can encourage students to have a deeper-comprehension of the material[23]. Figure 3 displays sample lesson plan of public speaking course program.



Course Schedule : Public Speaking
Time allocation : 100 Minutes
Instructor :
Goals

- Students are able to speak in formal situation using appropriate vocabulary and grammar, correct pronunciation and speak fluently and acceptable.
- Students are able to write in formal form based on the materials discussed.
- Students understand cause online learning

Course Syllabus:

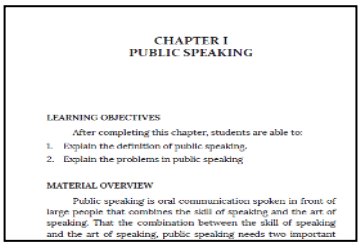
No	Core material	Sub Material	Skill	Classroom Activities (Steps)	Assignments	Assessment
1.	Introduction to Public Speaking	1. Definition of public speaking. 2. Problems in public speaking.	Speaking	1. Students together with the instructor discuss definition of public speaking. 2. Students deliver orally the problems faced in delivering speech.	Student Practice Page 4	Students' activeness in classroom (4%)
2.	The Function of Public Speaking	Elaborate the function of public speaking.	Speaking Writing	1. In group, students discuss the functions of public speaking. 2. The representatives of groups present the result of discussion 3. Instructor gives feedback from the result of discussion	Short essay about public speaking functions.	Students' activeness in classroom (4%)
3.	Knowing about Speech	1. Types of speech based on the delivery purpose. 2. Types of speech based on the delivery modes.	Speaking Reading	1. Students together with the instructor discuss the types of speech 2. Students analyze the examples of speeches given. 3. Discuss the result of analyzing.	Student Practice Page 41	Students' activeness in classroom (4%)
4.	Knowing about Speech	4. Types of speech based on the occasions. 5. Perform certain type of speech by implementing the tips in delivery.	Speaking	1. Students together with instructor discuss the types of delivering speech 2. Students perform speech in student practice 1 by applying tips that have been discussed.	Perform speech in student practice 1	Oral practice (8%)

Fig. 3. Sample Lesson Plan of Public Speaking Course Program

The lesson plan's framework above are the basic structure to develop coursebook material. Each chapter consists of comprehensive information of micro skills under macro skills of public speaking: identifying major purposes, determining the types of speech, preparing the speech, designing a well-prepared speech, using appropriate speech language, and performing at the stage. This finding is in line with the theoretical framework reported by Leopold [16] that there are some micro skills of public speaking competence that is needed to master before developing one's own public speaking.

3.2 Public Speaking Coursebook's Structure

There are eight chapters developed in the coursebook: (I) Public Speaking, (II) The Function of Public Speaking, (III) Knowing about Your Speech, (IV) Preparing Your Speech, (V) Designing Your Speech, (VI) The Use of the Language, (VII) Delivering Your Speech, and (VIII) The Examples of Speech Text. Learning objectives of each chapter are explained in the beginning of the lesson to demonstrate what students are going to expect in the end of chapter. In addition, it also provides a clear frame for the students to focus on their attempts to succeed public speaking class. The following figures are the excerpts of coursebook material contained of learning objectives that previously stated in the lesson plan.



CHAPTER I
PUBLIC SPEAKING

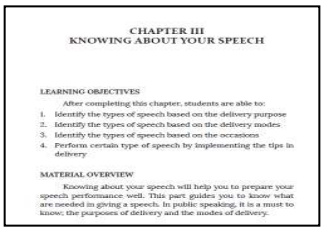
LEARNING OBJECTIVES

After completing this chapter, students are able to:

1. Explain the definition of public speaking.
2. Explain the problems in public speaking

MATERIAL OVERVIEW

Public speaking is oral communication spoken in front of large people that combines the skill of speaking and the art of speaking. That the combination between the skill of speaking and the art of speaking, public speaking needs two important



CHAPTER III
KNOWING ABOUT YOUR SPEECH

LEARNING OBJECTIVES

After completing this chapter, students are able to:

1. Identify the types of speech based on the delivery purpose
2. Identify the types of speech based on the delivery modes
3. Identify the types of speech based on the occasions
4. Perform certain type of speech by implementing the tips in delivery

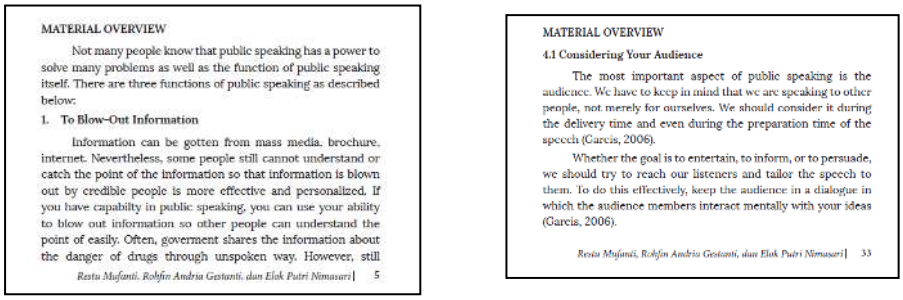
MATERIAL OVERVIEW

Knowing about your speech will help you to prepare your speech performance well. This part guides you to know what are needed in giving a speech. In public speaking, it is a must to know; the purposes of delivery and the modes of delivery.

Fig. 4. Learning Objectives of Chapter I (p.1) and Chapter III (p.9)

It can be seen in the figure 4 that in the chapter I, students are required to define the nature of public speaking activity and the issues that the speakers may encounter during the performance. As stated in the research methodology, that the coursebook development process, bottom-up approach is implemented. Therefore, students have a higher demand in the following chapters as described in the chapter III.

Apart from learning objectives, material overview is available for students to give them a general description of the lesson. In this part, they are facilitated an illustrative of micro skills they are going to learn in the chapter. Designed for academic tertiary context, the material is definitely supported by theoretical research framework from public speaking experts as can be reviewed in the figure 5 below.



MATERIAL OVERVIEW

Not many people know that public speaking has a power to solve many problems as well as the function of public speaking itself. There are three functions of public speaking as described below:

1. **To Blow-Out Information**

Information can be gotten from mass media, brochure, internet. Nevertheless, some people still cannot understand or catch the point of the information so that information is blown out by credible people is more effective and personalized. If you have capabilty in public speaking, you can use your ability to blow out information so other people can understand the point of easily. Often, goverment shares the information about the danger of drugs through unspoken way. However, still

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MATERIAL OVERVIEW

4.1 Considering Your Audience

The most important aspect of public speaking is the audience. We have to keep in mind that we are speaking to other people, not merely for ourselves. We should consider it during the delivery time and even during the preparation time of the speech (Garcis, 2006).

Whether the goal is to entertain, to inform, or to persuade, we should try to reach our listeners and tailor the speech to them. To do this effectively, keep the audience in a dialogue in which the audience members interact mentally with your ideas (Garcis, 2006).

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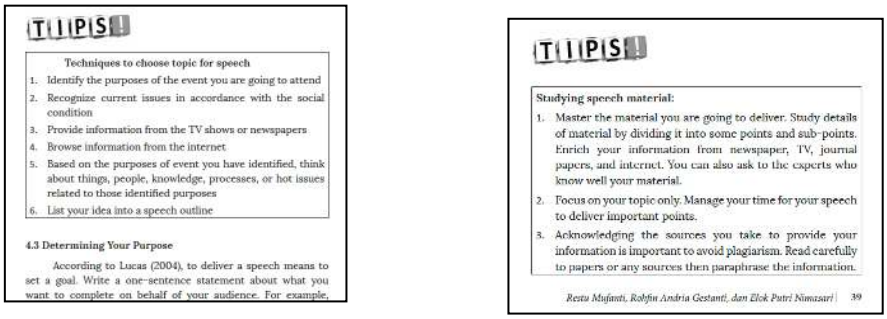
Fig. 5. Sample Material Overview of Chapter II (p.5) and Chapter IV (p.33)

Answering the gaps that the studies highlighted[1]–[3], the coursebook yields useful tips and advice in a particular layout to be easily learnt by the students. This guidance is given to help students' difficulties during their efforts in the public speaking course program. The tips are in a form of short table with a numbered list as presented in figure 6.



TIPS!

Techniques to choose topic for speech

1. Identify the purposes of the event you are going to attend
2. Recognize current issues in accordance with the social condition
3. Provide information from the TV shows or newspapers
4. Browse information from the internet
5. Based on the purposes of event you have identified, think about things, people, knowledge, processes, or hot issues related to those identified purposes
6. List your idea into a speech outline

4.3 Determining Your Purpose

According to Lucas (2004), to deliver a speech means to set a goal. Write a one-sentence statement about what you want to complete on behalf of your audience. For example,

TIPS!

Studying speech material:

1. Master the material you are going to deliver. Study details of material by dividing it into some points and sub-points. Enrich your information from newspaper, TV, journal papers, and internet. You can also ask to the experts who know well your material.
2. Focus on your topic only. Manage your time for your speech to deliver important points.
3. Acknowledging the sources you take to provide your information is important to avoid plagiarism. Read carefully to papers or any sources then paraphrase the information.

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Fig. 6. Sample Useful Tips of Chapter IV (pp. 37 – 39) in the Coursebook

In addition to useful tips feature, there is also a similar attribute in the coursebook with a list of dos', don'ts and various recommended phrases for speech. These features can mentor the students to give a simple form of what should students do and avoid to vary their texts in front of many people[8], [10], [17].

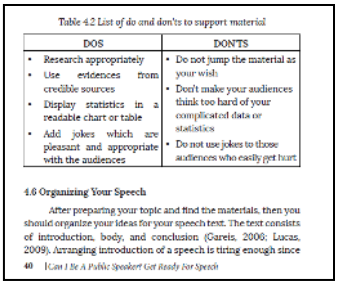

Table 4.2 List of do and don'ts to support material

DOS	DON'TS
• Research appropriately • Use evidences from credible sources • Display statistics in a readable chart or table • Add jokes which are pleasant and appropriate with the audiences	• Do not jump the material as your wish • Don't make your audiences think too hard of your complicated data or statistics • Do not use jokes to those audiences who easily get hurt

4.6 Organizing Your Speech

After preparing your topic and find the materials, then you should organize your ideas for your speech text. The text consists of introduction, body, and conclusion (Gareis, 2006; Lucas, 2009). Arranging introduction of a speech is tiring enough since

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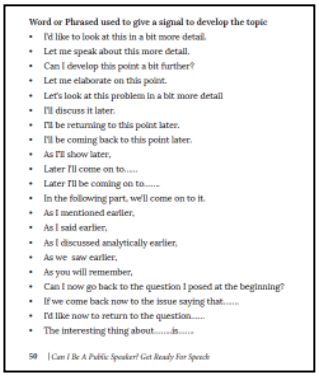

Word or Phrased used to give a signal to develop the topic

- I'd like to look at this in a bit more detail.
- Let me speak about this more detail.
- Can I develop this point a bit further?
- Let me elaborate on this point.
- Let's look at this problem in a bit more detail
- I'll discuss it later.
- I'll be returning to this point later.
- I'll be coming back to this point later.
- As I'll show later,
- Later I'll come on to.....
- Later I'll be coming on to.....
- In the following part, we'll come on to it.
- As I mentioned earlier,
- As I said earlier,
- As I discussed analytically earlier,
- As we saw earlier,
- As you will remember,
- Can I now go back to the question I posed at the beginning?
- If we come back now to the issue saying that.....
- I'd like now to return to the question.....
- The interesting thing about.....is.....

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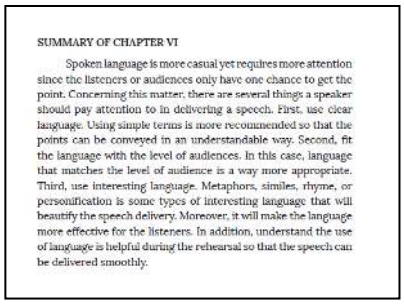
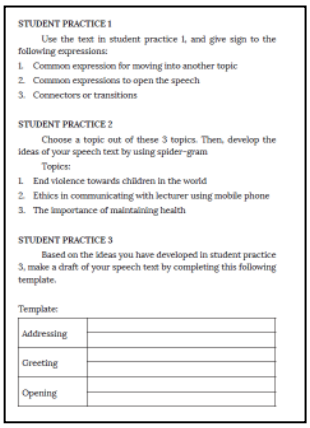
Fig. 7. Another Coursebook Feature to Simplify the Material

The last part of coursebook that promotes students' practical competence is summary of the lesson and students' practices. The practices are attached in the last of each chapter in the coursebook. This can be used to measure and evaluate students' comprehension of the lesson. Moreover, this tasks and authentic materials for public speaking topics facilitate an effective rehearsal to improve students' confident and ability performing a good public speaking in front of audience[3], [25].



SUMMARY OF CHAPTER VI

Spoken language is more casual yet requires more attention since the listeners or audiences only have one chance to get the point. Concerning this matter, there are several things a speaker should pay attention to in delivering a speech. First, use clear language. Using simple terms is more recommended so that the points can be conveyed in an understandable way. Second, fit the language with the level of audiences. In this case, language that matches the level of audience is a way more appropriate. Third, use interesting language. Metaphors, similes, rhyme, or personification is some types of interesting language that will beautify the speech delivery. Moreover, it will make the language more effective for the listeners. In addition, understand the use of language is helpful during the rehearsal so that the speech can be delivered smoothly.



STUDENT PRACTICE 1

Use the text in student practice 1, and give sign to the following expressions:

1. Common expression for moving into another topic
2. Common expressions to open the speech
3. Connectors or transitions

STUDENT PRACTICE 2

Choose a topic out of these 3 topics. Then, develop the ideas of your speech text by using spider-gram

Topics:

1. End violence towards children in the world
2. Ethics in communicating with lecturer using mobile phone
3. The importance of maintaining health

STUDENT PRACTICE 3

Based on the ideas you have developed in student practice 3, make a draft of your speech text by completing this following template.

Template:

Addressing	
Greeting	
Opening	

Fig. 8. Summary of Chapter (p.96) and Student Practices (p.86) in the coursebook

Linguistic aspect competence such as pronunciation and parts of speech is given following example texts that can be used for students. By having more example texts, students are intended to have more information, clearer insight, and decrease the chances that the fact or idea to be inappropriately applied to real-practical speech situations[6], [24].

4 CONCLUSIONS

The findings from the descriptive discussion respond to the research objective that focuses on presenting a final product of public speaking course book as a further examination from the previous studies. The eight chapters of coursebook and those features such as learning objective statements, material overview, useful tips, summary of lesson and student practices have been presented. The organization of the material uses bottom-up teaching approach in which students study from the most fundamental skill into the complex units[7], [15], [23], [24]. Bottom-up approach is applied to deal with existed situation which students have low understanding and competence in public speaking pre-test. Using lesson plan teaching framework, the material of the coursebook is designed accordingly[20]–[22].

The results of the study have implications for the innovation of English Language Teaching material and pedagogical curriculum research and development. At the individual level, the results of the study may inform a benefit value for those who need practical coursebook material with the same condition. At the organizational level, the results of this study indicate implications for positive educational and social change for improving practice across the country.

Apart from the implication of the study, the research limitation is addressed as recommendation for future research. While the study reports the result of public speaking coursebook material in the English certification program in Universitas Muhammadiyah Ponorogo, the study limits in quantitative research design. Further research require a more in-depth analysis quantitatively of the effectiveness using the coursebook material correlated with other variables such as student's self-regulated learning and user experience.

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