

AN INVESTIGATION INTO FACTORS AFFECTING PUBLIC SPEAKING OF ENGLISH-MAJORED SOPHOMORES AT TAY DO UNIVERSITY

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ABSTRACT

Public speaking is gaining importance due to the numerous applications it offers. This ability helps students become more confident and critical thinkers. Nonetheless, for a speech to be effective, students must be aware of and understand the fundamentals of public speaking skills, especially final-year students who regularly must speak in front of an audience. The study, "An investigation into factors affecting in public speaking of English-majored sophomores at Tay Do University" was conducted as a necessary result. This study's main objective was to pinpoint the crucial elements that influence sophomores majoring in English in terms of their public speaking skills. 20 sophomores majoring in English from Tay Do University's English classes 16A and 16B participated in this study. The main research tool for data collection was interview for students. This study was a qualitative research. The results of this study was analyzed to determine the psychological components that affected public speaking abilities, including practice and rehearsal, emotion, background knowledge, speaking voice and body language, public speaking anxiety, self-confidence, and physical symptoms.

Keywords: Factor, Public speaking.

1. INTRODUCTION

1.1 Rationale

The English language is the most crucial for communication in the modern world. English is also thought to be the most learned foreign language in the world, according to Jack and Theodore in Approach and Method in Language Teaching. (2002, p.9). Additionally, Indonesia now requires students to take English as a subject from the primary grades to the university level. We gain knowledge of other cultures and information from around the world that is grounded in English by studying English. English has developed as a lingua franca despite not having the biggest number of native or first language speakers. (Harmer, 2005). Four skills listening, speaking, reading, and writing should be mastered by pupils learning the English language. Being proficient in speaking can help us interact and communicate with people from those skills. Speaking is a distinctively human behavior since it involves the oral exchange of knowledge, ideas, and emotions, according to Fisher and Frey (2007, p.16). It implies that people use speaking more frequently than writing in their daily activities. Speaking with others is a habitual way to share and exchange information.

Talking today, however, allows people to share inspiration, ideas, and energy with one another and is no longer restricted to mere chat. Public speaking is the term used to describe this action. Public speaking is crucial because it is used in businesses, institutions, schools, and even communities that require it. (Nadiyah, Arina, and Ikhrom, 2019). Public speaking is becoming a requirement for many occupations. According to Microsoft, there are 450 million PowerPoint users worldwide who produce one million presentations each day. (Microsoft at Work, 2006).

It takes a special kind of individual to be able to speak confidently, persuasively, and clearly in front of a group of people. Because the audience will not pay attention to the speaker if they just stand like a log, remember the material, and read. There are many requirements for excellent public speaking. Some people naturally excel at public speaking, while others lack any prior training but nonetheless manage to become speakers. It is true that anyone who is preparing to speak in front of a group of people for the first time will feel nervous and afraid. However, if we have multiple opportunities to speak in front of groups, all fear will eventually go away. After the initial experience, we will be aware of what to say and what not to say. Naturally, it is challenging to be a successful public speaker since there are so many variables that might affect how well you perform. Your speech's success or failure will depend on a variety of variables, including psychology, physics, skill, and more.

When entering university, you should be accustomed to giving presentations or engaging in public speaking. Of fact, Tay Do University's English majors in general, particularly those in their final years, are not an exception. These students will need to get ready to "defend" their thesis in front of a panel during a presentation. Additionally, "public speaking" is included in the school curriculum's final semester. Additionally, developing public speaking confidence is a strategic step in preparing students for the job market following graduation. It goes without saying that being well-prepared for public speaking can help you connect with others and build confidence. But as was already mentioned, there are many different aspects that go into the process of becoming a good speaker. Students need to be aware of their own strengths and flaws if they are to develop or progress. Students should be aware of the elements that affect their capacity for public speaking. It will help you make the necessary adjustments to make them more professional.

The study is titled "An investigation into factors affecting public speaking of English-majoring sophomores at Tay Do University" in light of the aforementioned explanation of the researcher's interest in this subject.

1.2 Significance:

Public speaking appears to play a significant function in communication in today's modern culture. It is important for students to practice speaking, especially in front of others. This will work well as a "tool" to help pupils once they graduate. Therefore, the primary goal of this study is to identify the variables influencing the public speaking skills of Tay Do University English major students. Students will gain more useful knowledge about the elements that improve their public speaking skills as a result. The study report will also assist pupils in strengthening their public speaking deficiencies.

2. LITERATURE REVIEW

2.1 Definition of the term "public speaking"

Public speaking has a wide variety of meanings, but the most basic one is public speaking as a process, an act, and an art of making a speech before an audience. (Arina Nikitina, 2011).

Nadiah Ma'mun (2018) described public speaking as the act of speaking to a group of people from a new angle. The speech should be well-organized, thoughtful, and sincere. According to Templeton and Fitzgerald (2000), a speaker must stand in front of an audience and give a speech in a planned way with the intention of either convincing, educating, or entertaining the audience. Yee, Jafre, and Abidin (2014) added that giving a presentation and public speaking are relatively comparable, with the latter being intended for a professional or academic setting.

Speaking in front of an audience can serve a variety of purposes. To share a tale, share an experience, educate you on a topic, or inspire people to take action are just a few examples. (Yee et al., 2014). Every public speaking address usually will have a function, and it is whether intended to inform, influence, or entertain the audience, according to Nadiah Ma'mun (2018). At the very least, the audience should be able to take something away from the speech once it is finished. The goal of public speaking is to inform the audience and influence them in a way that will cause them to respond to what they have heard. According to Dale Carnegie (also known as Dale Carnegie) and J. Berg Esenwein (2007), the goal of public speaking is to alter the emotions, behaviors, and attitudes of the audience in addition to imparting facts.

According to the definition given above, public speaking is the act of presenting a speech, subject, or piece of writing in front of an audience with the intention of informing them. In public speaking, the audience is aware of the subject or material being discussed, and they are drawn to the speaker's presentation.

2.2 The significance of public speaking

According to Leo F. Parvis (2001), public speaking is an asset a professional individual must develop and share with others throughout my educational and professional life. In other words, students need to learn this skill and develop it during their time in college and once they enter the workforce. In fact, effective communication skills are necessary for academic success, professional career success, and overall personal fulfillment. (Morreale & Pearson, 2008). Competent presenters are more effective at communicating their information, thoughts, and opinions in both the classroom and the workplace. Additionally, having effective communication skills can improve interactions with peers, parents, and instructors (Hunt et al., 2014; Morreale and Pearson, 2008, for examples). Giving an instructive speech in public, or presenting information to an audience, is a crucial communication duty. (Schreiber, 2011). For educated students, mastering public speaking is recognized as a core competency (van Ginkel, Gulikers, Biemans, & Mulder, 2015), and it has been incorporated into educational standards in a number of nations, including Germany (Kultusministerkonferenz, 2005) and the United States. (Common Core State Standards Initiative, 2010). Researchers have thus advocated for the early promotion of public speaking abilities. Even students in primary school must provide educational lectures in public.

Learning public speaking techniques, according to Khoo Mun Yee and Dr. Mohamad Jafre Zainol Abidin (2014), would be advantageous for the students as they may brush up on their personal and social interaction, academic development, and most crucially, job benefits. A student can develop their confidence in persuading people more successfully about the thoughts and opinions they would like to communicate by engaging in public speaking exercises. A tertiary student also needs to be proficient in other academic activities including participating in group debates and giving public presentations. A professional person needs to develop and use public speaking as a skill, according to Leo F. Parvis (2001). In other words, students must learn this skill and develop it during their

time in college and once they enter the workforce. Arina Nikitina (2011) claims that developing your public speaking skills and learning to talk about who you are and what you do with natural grace and authenticity can go a long way in helping you widen your social circle, form meaningful connections with successful people who share your interests, and make new friends. Speaking in public is becoming increasingly useful in daily life, particularly for voice communication. Many individuals, particularly students, are unaware of the benefits of public speaking. It allows them the chance to speak more confidently, converse with others in social situations with greater assurance, approach people, and express themselves freely in any circumstance. (Adnan, Jafre, & Abidin, 1989). Despite the fact that societies require public speaking, public speaking is essential because it is used not only in businesses but also in schools and universities. (Nadiyah, Arina, and Ikhrom, 2019).

2.3 Factors affecting public speaking ability

Public speaking skill is influenced by a variety of factors, including psychology, practice and rehearsal, emotion, background knowledge, speaking voice, and body language. These elements are thought to be essential for a successful speech. These elements each play a unique yet essential role.

2.3.1 Psychology

2.3.1.1 Public speaking anxiety

Public speaking anxiety is quite prevalent among both college students and the general population, according to Louise Katz (1999). According to some estimates, 20–85% of people struggle with nervousness when required to speak in front of an audience.

Fear is typically linked to public speaking concern among various groups of individuals in any community. (Gibson, Gruner, Hanna, Smythe, & Hayes, 1980). Additionally, according to Daly, Vangelisti, Neel, and Cavanaugh (1989), public speaking anxiety represents a cluster of evaluative feelings about speech-making, therefore speakers who are really worried do not feel good about the public speaking environment. Due to anxiety, trembling voices, quick heartbeats, discomfort, inferiority complexes, and low self-respect, students attempted to avoid speaking in front of others. (Behnke et al., 1978; Clements & Turpin, 1996). According to Krannich (2004), students have experienced significant challenges when giving speeches and giving presentations in front of an audience. According to some academics, it is specific to the audience and public speaking setting, potentially protecting public communication (McCroskey & Beatty, 1984); its effects can vary across various stages or phases of speech preparation, delivery, and completion (Beatty et al., 1978). (Behnke & Sawyer, 2001). Anxiety about public speaking is a problem that affects both the general public and students in particular. Twenty percent of pupils, according to McCroskey (1977), have anxiety related to public speaking.

Louise Katz (1999) claims that in the case of students, this may result in them avoiding particular courses or even majors that require oral presentations, never speaking in class, or choosing not to pursue certain jobs because they might occasionally include speaking in front of a group. When students are extremely nervous of speaking in front of the class, they may occasionally choose not to go to social events or avoid interacting with other students they would like to get to know better.

Students who struggle with public speaking anxiety worry that speaking up would make them look foolish. They claim they are afraid of making a mistake, appearing "stupid" to others, or being thought to be unattractive.

Some pupils claim that when they consider others staring at them or being the focus of attention, they become agitated. Others express the opinion that nothing they would say would be worthwhile or that no one would be interested in what they had to say. The main factor is the worry of receiving a poor review from others. Many students admit that their fear of public speaking developed as a result of a distressing or embarrassing experience when they were in elementary or high school. It is possible that they did not reflect on these experiences from an adult perspective or get unbiased advice from someone else about the circumstance. Some students experience anxiety as a result of their self-imposed expectation for perfection in their oral presentations (which is, of course, neither expected nor reasonable). Many students who have anxiety about public speaking also struggle with their self-worth.

2.3.1.2 Self-confidence

The dictionary defines confidence as assurance or assured expectation or the mental attitude of trust, reliance, or faith, according to Fortunato Gupit (1986). Self-confidence is assurance that comes from relying on oneself, after all. In public speaking, self-confidence refers to the speaker's belief that he can stand in front of an audience and give a decent, if not stellar, speech. Naturally, self-confidence is more important than in other activities for a good delivery. This is due to the fact that speaking in front of a crowd requires quite a bit of guts.

A key component of effective communication, particularly in public speaking, is self-assurance. Speaking in front of an audience requires both fluency and confidence. (Erdina Indrawati, 2018). The benefit of confidence is the simplicity with which one can communicate a message. It will be simpler to communicate with pupils who have self-confidence since they can overcome their anxieties or pessimistic thoughts, especially during oral presentations in front of the class. Because they meet the requirements for the assessment on speaking skills, students who can talk clearly and confidently have a positive impact on their academic progress in the speaking course. (Salim, 2015). Nadiah, Arina, and Ikhrom (2019) assert that a speaker must be able to communicate ideas, arguments, and the issue in front of an audience. To accomplish this, the speaker must have faith in their ability to effectively explain the tasks and obligations. They would therefore be happy with their superb performance. A person with great self-confidence can maintain emotional control under pressure, which gives them the bravery to talk clearly in front of others. They also think that facing difficulties and obstacles is important.

2.3.1.3 Self-confidence

In addition to the emotional aspects of public speaking fear, Louise Katz (1999) noted that there are frequently physical symptoms as well. These signs of nervousness include shaking or trembling, cold, clammy hands, a trembling voice, a rapid heartbeat, sweating, blushing, dizziness, shortness of breath, digestive problems, or forgetting what you knew or were about to say.

Rogers (2003) said that people who find it difficult to speak in front of groups frequently describe three basic issues. Such physical symptoms, which first manifest as stomach tightness and trouble sleeping, first impact the sufferer's stomach. However, in this circumstance, every individual has a unique circumstance. Several prevalent conditions have an impact on a person:

- a. increased heart rate.

- b. It is challenging to stand, approach the podium, or maintain eye contact with an audience while one's knees are trembling.
- c. Sounds that vibrate, frequently accompanied by a tightening of the throat muscles or a buildup of air in the throat.
- d. Heatwaves, or a feeling of fainting.
- e. Stomach pain, occasionally coupled with nausea.
- f. Hyperventilation accompanied by breathing issues.
- g. Slimy nose or watery eyes

2.3.2 Practice and rehearsal

Ivanova, T., Gubanova, N., Shakirova, I., & Masitoh, F. (2020) state that careful preparation includes great understanding of the topic of the speech, formulation of all the possible audience questions, and its arguments. A dynamic, engaging conversation with the audience is essential for effective public speaking. It is crucial to take into account not just what is being said, but also the response that the speaker's words will elicit from the audience. Just like any other ability, public speaking needs continual practice to get better. Your body and mind will gradually learn to associate speaking with being in a familiar and secure environment, making you feel more at ease when speaking in front of an audience.

Contrary to popular belief, practicing your speech ten, twenty, or even thirty times prior to the speaking engagement will make it appear more spontaneous, natural, and effortless. Although practicing your speech at least a few times before the presentation has three important benefits, practice alone will not guarantee a stress-free performance. You can spot odd language and tongue twisters that are difficult to spot when you first draft your speech. On the day of the presentation, it helps anxiety turn into excitement by reducing nervousness. You can judge your timing more easily. (Arina Nikitina, 2011).

It is commonly accepted that in the case of public speaking and communication, only thorough planning and suitable practice may determine success or failure. (Morrissey, Sechrest, Warman, 1997; Valenti, 2002; Morgan, 2005). Rehearsal is considered to be a crucial component of the pre-speech phase. One of the key elements in preparing for any presentation, according to experts, is practice. (Kuchner and Yeung, 2007). They suggest taking the speech and giving it again in front of a computer screen or at the office, according to Danilo Ballotta (2008). They advise against using the mirror because it is so obtrusive. The speaker experiences the speech, takes it in, and connects with it during this stage. Finding the central message the elevator speech and only then moving on to the specifics, or "walking the story," are the guiding principles behind all of these strategies and advice.

Think of a speaker who has no idea what he will say. Imagine the pupil performing a reading in class. If he does not know the solution to the professor's question, he stumbles through the recital while frequently scratching his head. In other words, he has zero self-confidence. The speaker, who is unprepared, keeps seeing the same thing in his head. He feels very uneasy as a result. Fortunately, there is a simple solution to this issue. Get ready for the work. All there is to it is that. (Fortunato Gupit, 1986). Get as much information as you can in advance about the particular circumstance you will face. Deal with your issue head-on. There is no reason why you cannot succeed if you are persistent.

2.3.3 Emotion

Communication specialists caution that when people speak in front of an audience, they are actually triggering a link between the speaker and the audience, which serves as a conduit for the flow of emotions. It is argued that what distinguishes a vibrating speech from the same topic printed on paper is this flow of emotion to and from the audience. Additionally, this emotional flow is what distinguishes a great speech from a bland one. (Whiteford, 1999; Morgan, 2005; Reynolds, 2005).

Professionals define energy, passion, and expressiveness as the human traits that foster confidence and trust as well as the ability to generate a "physical connection" between the speaker and the listener within the context of emotion. The extra boost that enables the speaker to "click" with the audience is said to be the speaker's expressiveness, specifically the ability to be open to the audience both verbally and nonverbally. (Whiteford, 1998; Morgan, 2005; Hoffmeister, 2006). According to Winston Churchill, facts that lay the groundwork for a logical conclusion are not sufficient. The audience and the speaker need to be emotionally involved. Therefore, a speaker who wants to leave an impression on their listeners must make sure that some feelings are conveyed to them through their performance.

The examined literature also makes it abundantly evident that a speech or presentation's value is not inherent in its ideas or messages, but rather in the assessments that its listeners make of it. The speaker serves as the "trait-union" between the audience and the content. Only the speaker gets the chance, and they must have the motivation and skills to command audiences with just the appropriate amount of charisma, emotion, and leadership. (Morgan, 2005; Wreden, 2002; Baldoni, 2002; Whiteford, 1999). There is only an intriguing speech, it has been stated; there is not actually such a thing as an interesting topic. The best thing we can do when choosing a topic is to choose one that we can most likely turn into an engaging speech. In this regard, the speaker must initially be satisfied with his or her own subject. He struggles to engage the audience unless he finds the subject interesting himself. (Fortunato Gupit, 1986)

2.3.4 Background knowledge

Background knowledge is crucial in every facet of life, but public speaking need it the most. When a speaker has considerable expertise, the audience will undoubtedly be convinced initially. Furthermore, the speaker cannot come across as having nothing on their mind. When speaking, speakers ought to carry their expertise and experience with them.

Knowledge is the theoretical foundation used in the preparation and delivery of a speech. It offers information about public speaking abilities and how to use them specifically (Morreale et al., 2013), such as understanding speech structure, utilizing nonverbal cues, and taking into account audience characteristics. According to Ron Kurtus (2005), being a competent speaker entails having a thorough understanding of both speaking strategies and topic content. Lack of knowledge prevents a speaker from knowing what they are talking about or how to deliver a presentation well. Within 10 seconds, the audience will be able to tell you are uninterested in your subject or them, and within 12 seconds, they will be looking elsewhere. If you do not know much about your subject, you better be really funny.

Fortunato Gupit (1986) asserted that a speaker must have something to say. Ideas form the structure of a discourse. There is no speech if there are no thoughts. As a result, your decision should be based on your level of knowledge. It is highly recommended that the speaker select a topic that mostly draws on their own experiences. Even if you spend countless hours in the library, knowledge gained through first-hand experience will always be preferred. Additionally, if you speak from personal experience, you will sound certain and authoritative. The concepts in a speech should, to the greatest extent feasible, be supported by personal knowledge obtained from the speaker's bodily perceptions, including what he has seen, heard, felt, tasted, and odored. This was another recommendation made by Fortunato Gupit in 1986. Nothing is more believable than speaking from experience.

2.3.5 Speaking voice

In a seminal 1971 UCLA Professor Albert Mehrabian study on the expression of attitudes and feelings (likes and dislikes), it was discovered that 55% of persons communicated primarily through body language, whereas just 7% did so verbally. The vocal tone would be responsible for 38% of the remaining percentage. (Marahbian, 1971).

Arina Nikitina (2011) asserts that a speaker's tone of voice frequently reveals their level of assurance, emotional state, and attitude. Your voice transforms into a potent tool when you are speaking in front of an audience, allowing you to captivate, entice, and persuade them to pay attention. In actuality, only 7% of communication is actually accomplished through actual words; rather, 33% of communication is accomplished by voice tone. It could imply that individuals are more impacted by a person's voice's quality and sound than by the message they convey. According to Grant Williams (2002), many communication professionals place a great deal of emphasis on the speech tone as opposed to the body language. It is advised that it should change during a presentation, adding emphasis to crucial words and changing the volume as well as speeding up and slowing down. Never speak too quickly; doing so can come across as insincerity or, worse, fear. It allows them time for the audience to reflect, to grasp, and to absorb what they are saying when they speak slowly and are not frightened of quiet, halting, or contemplating. In her book *Voice Power*, Grant-Williams describes how well-known Hollywood performers would employ silence to draw attention. John Wayne once said that his entire acting style was based on a straightforward trick: he discreetly counted to three before each line of dialogue. Speaking fast under pressure or time constraints can undermine the work put into preparation and a strong presentation (Di Resta, 2002), ultimately leading to an unintelligible speech. (Grant-Williams, 2002).

2.3.6 Body language

Body language is the process of non-verbal communication whereby our physical, mental, and emotional emotions are expressed through conscious and unconscious body movements and gestures, according to Arina Nikitina (2011). Some people find it difficult to talk in front of others because they are shy or too anxious; in these cases, it may help to choose a location and stare at it intently until the end of the room. The public will likely be curious as to what the speaker is gazing at, even though it may help her conclude her speech. Evidence suggests that a speaker needs to do more than just speak while speaking at a podium in order to be communicative. She should make eye contact with the audience, pay attention to her posture, her gestures, her facial expressions, and her position in the room, and if feasible, walk. (Whiteford, 1999; Reynolds, 2005; Gallo, 2005). A sincere smile is the

most powerful tool you have for connecting with your audience and earning their respect. The easiest method to show that you care about and are sympathetic to your audience as a speaker is to smile and direct your attention to them while you speak. (Arina Nikitina, 2011).

The importance of nonverbal communication is equal to that of verbal communication. Your body language, including your gestures, posture, facial emotions, and other nonverbal cues, can subtly emphasize or add subtlety to the words you use. You start speaking to your audience nonverbally as soon as you enter the room. If you gave a lecture on abolishing the Environmental Protection Agency while sporting a Greenpeace T-shirt, how do you think your audience would respond? It is likely that your listeners would become perplexed and distracted by the difference between what you are wearing and what you are saying. (2003) Courtland L. Bovée As a result, the speaker needs to use nonverbal language that is at least as significant as verbal.

2.4 Previous studies

The researcher discusses a prior study that addressed a related problem in order to produce the original analysis. The first topic comes from Muhammad Arif Pratama's November 2017 article in *Journal of Languages & Language Teaching*, Vol. 5, No. 2. *Factors Affecting Students' Public Speaking Confidence* (Pratama, 2019) The goal of this study is to identify the internal and environmental variables that affect students' public speaking confidence. This research employed a qualitative approach. E2DC participants (English Debate) are the study's subject, and its objectives are the internal and external variables that may have an impact on students' self-confidence when giving a speech in front of an audience. Students from the fourth semester and one student from the sixth semester are included in this project. Recording, taking notes, and questionnaires were the methods utilized to collect the data. There are five questions in the survey, and each question has four options. (very agree, agree, disagree, very disagree). Data reduction, data display, data verification, and conclusion were used to analyze the data.

Abd. Rafid, a student at Fakultas Tarbiyah dan Keguruan's Department of English Language Education, contributed the second topic. *The impact of a practice group on students' public speaking self-confidence* (2020). This study aims to find out the difficulties students encountered when they joined the community of practice and to look into how the community of practice affects students' confidence in public speaking. In particular, the English Department of Education at Fakultas Tarbiyah and Keguruan UIN Ar-Raniry conducted this study at UIN Ar-Raniry in Banda Aceh. Purposive sampling is also employed to choose the study's participants. Six English Education Department students from the 2015 ten-semester batch from six different units served as the samples for this study, and we selected one participant from each unit. As a result, the 6 candidates who joined a community of practice and passed the topic on productive skills are chosen. (public speaking class). An extensive interview was used to get the data. The data was subsequently subjected to a thematic analysis.

The third subject is Nadiah, Arina, and Ikhrom's *the Students' Self-Confidence in Public Speaking*. The purpose of this study is to describe and evaluate the students' self-confidence in public speaking throughout the academic year 2018-2019 in the Advanced Speaking Class of the English Education Department at Walisongo State Islamic University. The Lauster theory, which states that self-confidence has an efficient approach and is convinced in one's abilities and self-evaluation of the task, is the subject of this study. The descriptive-qualitative methodology was used in this investigation. 30 students were given a questionnaire with 15 questions, 10 checklists were used to

observe how well the students performed in public speaking, and six students were interviewed to gauge their confidence. The method of data analysis included data reduction, data visualization, conclusion drawing, and Creswell-based verification.

The fourth subject comes from Nur Ilianis Adnan's Master of Arts thesis from August 2014. Using Public Speaking to Raise Students' Speaking Confidence: A Case Study from University Sains Malaysia (Adnan et al., 1989). This study aims to examine the effectiveness of the curriculum in assisting and motivating the students to improve as speakers as well as to determine whether public speaking classes can help Malaysian students develop greater self-confidence in their speaking abilities. Descriptive analysis was employed in this study as part of a qualitative methodology. The data from the assessment questionnaires, interviews, and observations are collected and analyzed using a modified version of the qualitative technique. After the kids give remarks to boost their confidence, the interviews are held. To evaluate the success of the public speaking program, all interview data will be examined. The study's subjects were Penang's grade 2 and grade 4 schools.

In the end, Tay Do University students majoring in English have faced with less concern for factors impacting public speaking ability despite the challenges surrounding enhancing public speaking skills that were mentioned in the previous studies. This gap was filled by the study "An investigation into factors affecting public speaking of English-majoring sophomores at Tay Do University."

3. SEARCH METHODOLOGY

3.1 Research aims

The goal of the study was to identify the variables that influenced sophomore English majors at Tay Do University's public speaking skills. Students could also gain from this research by being more aware of their own speaking weaknesses and by honing the skills and qualities needed for effective public speaking. Lecturers could simultaneously adopt more efficient teaching strategies and provide more courses to help students strengthen their public speaking skills.

3.2 Research questions

The study was undertaken to deal with the following question:

What factors affect public speaking ability of English-majoring sophomores at Tay Do University?

3.3 Research design

The purpose of the study is to address the research questions and evaluate the hypothesis. The instruments served as the foundation for the validity and dependability of the study findings. Participants' information was gathered using interview transcripts. Students received the interview questions to express their perspectives. The participants were sophomores at Tay Do University majoring in English. The four-week trial was completed. The data gathered from these tools was evaluated to illustrate the variables influencing the seniors at Tay Do University majoring in English's public speaking skills.

3.4 Research participants

Twenty sophomores from Tay Do University's 16A and 16B English classes who are majoring in English were the participants in this study. The key justification for choosing sophomores was that they represent a target group that has had plenty of chances to engage in public speaking throughout prior semesters that called for presentations. Furthermore, Tay Do University offered a final semester course in "Public Speaking" for English students in their second year. They were well aware of their responsibilities and the value of this ability, and they

understood the conditions that would support the growth of their public speaking skills. They received their education at rural high schools. For six terms, the participants had studied English as their major. In order to gather information about the elements influencing students' public speaking abilities, interview papers were distributed to students.

3.5 Research instruments

The interview was main the research's tool. This tool was highly useful for gathering important data from the students. The interview was used to identify the variables influencing sophomores who major in English's capacity for public speaking. Additionally, the purpose of this type of instrument was to compare the data from the questionnaire and get more information.

Particularly, the interview papers were distributed to 80 English-majoring sophomores in English classes 16A and 16B in order to make the study more focused and objective. The interview paper includes 5 questions about the student's experience with public speaking. This study would benefit immensely from the open responses of the students. It provided a more thorough and objective assessment of the elements that influence public speaking.

4. EXPECTED OUTCOMES

Public speaking is gradually gaining popularity since it is a means for a speaker to establish his or her worth. As such, it is crucial in today's culture. By studying the variables that affect public speaking, students can enhance their skills. This study's goal is to identify the elements that influence students' public speaking skills.

4.1 Psychology

Even if a speaker has not really spoken in front of an audience, psychology still plays a role in whether or not the speaker succeeds or fails. The speaker's assurance in what they are going to say is also influenced by their confidence. Students will learn from this study that psychological obstacles significantly affect how well a speech goes. Students who are not in control of themselves will struggle to maintain good speech control. Students frequently experience public speaking anxiety, a lack of confidence, and physical symptoms when they have to give a presentation or speak in front of an audience for the first time. Therefore, it is easy to address if pupils are aware of their worries before to performing.

4.2 Practice and rehearsal

A successful speech is developed by preparation, content mastery practice, and a calm attitude. Speaker fluency and communication are significantly impacted by practice and rehearsal. Nobody ever delivers a speech in front of an audience while being unfocused and relaxed. Therefore, repeating the same action will undoubtedly help pupils have a smooth procedure and successful outcomes. Students will benefit from having a solid grasp of practice and rehearsal before giving a public speech. Students will be more assured in their ability to deliver the speech the better they have prepared.

4.3 Emotion

Another element that encourages the audience to pay attention to the discourse is emotion. Since the speaker is the one who constructs this part, they must talk from personal experience, knowledge, and understanding. Because emotions touch the heart and anything that comes from the heart, of course, will be remembered by the audience for the longest, great public speaking always incorporates the speaker's emotions. A speaker must consider

emotion, a non-specialist yet essential component. Students should comprehend the speech and make an effort to give it their all in order to develop their public speaking abilities.

4.4 Background knowledge

The most crucial element in establishing a speaker's public speaking ability is background knowledge. The speaker is more learned and erudite the more convincing and insightful their talk is. Students must be able to articulate what they know, comprehend, and have firsthand experience with. The accuracy and clarity of the information presented to listeners should be assured. If students do not have a specific amount of knowledge and concepts about the subject in mind, they will most likely not be able to listen to lectures. Fortunately, background knowledge is a skill that can be learnt and developed. Students can practice and study to have a solid knowledge basis if they wish to be effective presenters with a ton of interesting thoughts in mind.

4.5 Speaking voice

Apart from appearance, the speaker's voice is most likely what will determine if the listener will continue to pay attention. A voice that is confident and clear will be well received by the audience. A skilled speaker is aware of when to pause so that the listeners may process and think about the material. Students will therefore be able to hold their audience's interest with ease if they have a pleasant voice.

4.5 Body language

The capacity to talk in front of an audience can also be demonstrated through body language. Nobody wants to listen to someone who is motionless as a statue. Speakers may connect with their audience, establish trust, and de-stress by grinning, using their hands, moving their bodies, and creating eye contact. Therefore, in order to leave the best possible impression, students need to be engaged.

By carrying out this study, the researcher intends to help sophomore English majors at Tay Do University identify and recognize significant elements affecting their public speaking ability. Students will be able to enhance their public speaking abilities as a result, and they will become more confident and proficient speakers.

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