

**MINISTRY OF EDUCATION AND TRAINING  
PHAN THIET UNIVERSITY**



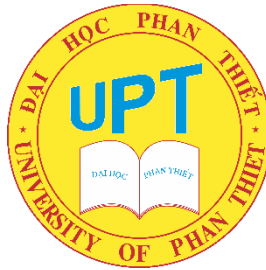
**VÕ ĐỨC KHANG**

**COMMON DIFFICULTIES IN ENGLISH PUBLIC  
SPEAKING SKILLS: A CASE STUDY OF ENGLISH MAJOR  
STUDENTS AT UNIVERSITY OF PHAN THIET**

**MASTER'S GRADUATION PROJECT  
MAJORED IN ENGLISH LANGUAGE**

*Bình Thuận – 2024*

**MINISTRY OF EDUCATION AND TRAINING  
PHAN THIET UNIVERSITY**



**VÕ ĐỨC KHANG**

**COMMON DIFFICULTIES IN ENGLISH PUBLIC  
SPEAKING SKILLS: A CASE STUDY OF ENGLISH MAJOR  
STUDENTS AT UNIVERSITY OF PHAN THIET**

**MAJOR IN ENGLISH LANGUAGE  
TRAINING CODE: 8220201**

**MASTER'S GRADUATION PROJECT**

**SCIENCE INSTRUCTOR'S NAME:**

**LÝ THỊ MỸ HẠNH, PhD.**

**Bình Thuận Province – 2024**

## **CERTIFICATE OF ORIGINALITY**

I confirm that the work presented in this master graduation project entitled **“Common difficulties in English public speaking skills: A case study of English major students at University of Phan Thiet”** has been performed and interpreted solely by myself.

I confirm that this work is submitted in partial fulfilment for the MA Course of English Language at University of Phan Thiet and has not been submitted elsewhere in other forms for the fulfilment of any other articles or papers.

Bình Thuận, September, 2024

Võ Đức Khang

## **RETENTION AND USE OF THE GRADUATION PROJECT**

I hereby state that I, Võ Đức Khang, being a postgraduate learner for the Master Degree at English Language Major accept the requirements of the University of Phan Thiet about the retention and use of the graduation project deposited in the Higher Degree Committee, University of Phan Thiet.

In term of these conditions, I permit the original of my master graduation project stored in the Higher Degree Committee, Phan Thiet University to be accessible for studying purposes and further researches in compliance with the standards established and committed by the Head of the Higher Degree Committee for care, preservation and convenience as a reference resource and reproduction.

Bình Thuận, September, 2024

Võ Đức Khang

## **ACKNOWLEDGEMENT**

To fulfill this assignment, I have received a lot of help from supervisors, family and friends.

First, I would like to show my sincere thank to my supervisor Dr Lý Thị Mỹ Hạnh who supports me with useful advice, valuable guide to finish this study.

Second, my thanks also go to other teachers of Faculty of Foreign Languages, University of Phan Thiet for their support which help me much in completing my research.

Next, special thanks send to all English major students at University of Phan Thiet for their enthusiasm in finishing the survey questionnaires.

Finally, I am grateful for my family and friends who have always been beside and encouraged me during the time I carried out this study.

## ABSTRACT

Public speaking is a crucial skill for effective communication in everyday life, and it's even more important when learning a foreign language. While everyone knows that public speaking is not easy, it involves many elements like voice, body language, and knowledge. Therefore, practicing this skill is essential. This study aimed to identify the challenges English-major students at the University of Phan Thiet face in public speaking. Using quantitative methods, data was collected through questionnaires from 70 students. The results showed that students recognize the importance of public speaking and its high difficulty level. The two most common issues they faced were a lack of confidence and the fear of being observed, which contributed to their fear of public speaking. Based on these findings, several recommendations were made to help students improve their public speaking skills. These insights are expected to benefit teachers, educators, and schools in enhancing the public speaking experience for students. The researcher has put in significant effort, drawing from personal experience and knowledge in English teaching methodology, to complete this thesis with the hope of improving students' public speaking abilities.

**Key words:** public speaking skills, difficulties, English major students, quantitative methods.

# TABLE OF CONTENTS

CERTIFICATE OF ORIGINALITY.....	i
RETENTION AND USE OF THE GRADUATION PROJECT .....	ii
ACKNOWLEDGEMENT .....	iii
ABSTRACT .....	iv
TABLE OF CONTENTS.....	v
LIST OF ABBREVIATIONS.....	viii
LIST OF TABLES .....	ix
LIST OF FIGURES .....	x
CHAPTER 1. INTRODUCTION .....	1
1.1. Background of the study .....	1
1.2. Problem statement.....	1
1.3. Aims of the study .....	3
1.4. Research questions .....	3
1.5. Scope of the study .....	3
1.6. Significance of the study .....	4
1.6.1. Theoretical significance .....	4
1.6.2. Practical significance .....	4
1.7. Overview of the thesis chapter .....	4
CHAPTER 2. LITERATURE REVIEW .....	6
2.1. Introduction of public speaking .....	6
2.2. Definition of public speaking.....	6
2.3. Types of public speaking.....	6
2.3.1. Informative speech .....	7
2.3.2. Persuasive speech .....	8
2.3.3. Occasion speech .....	9
2.4. Basic structure of public speaking .....	11
2.5. Method of delivery.....	11
2.5.1. Manuscript style .....	11
2.5.2. Memorized style .....	11
2.5.3. Extemporaneous style .....	12
2.5.4. Impromptu style.....	13
2.6. Psychological factors in learning public speaking .....	14
2.6.1. Concept of Psychological Factors .....	14
2.6.2. Psychological Factors that Negatively Affect Students' Public Speaking Performance .....	14

2.7. The importance of public speaking.....	16
2.8. Benefits of public speaking .....	18
2.9. Basic principles in public speaking.....	18
2.10. How to improve public speaking skills .....	21
2.10.1. Vocal aspects of public speaking .....	21
2.10.2. Bodily aspects of public speaking .....	21
2.10.3. Audience analysis .....	22
2.10.3.1. Audience analysis factors.....	24
2.10.3.2. Tips for analyzing an audience.....	24
2.10.4. Developing an effective speech outline.....	27
2.10.4.1. Guidelines for speech outlines .....	29
2.10.4.2. Speech outline format .....	29
2.10.5. Evidence: Supporting Materials .....	32
2.10.6. Visual aids .....	32
2.10.7. Oral Footnotes.....	32
2.10.8. TED Talks (Technology, Entertainment and Design Talks) .....	33
2.10.8.1. Definition of TED Talks .....	34
2.10.8.2. History of TED Talks.....	34
2.10.8.3. General benefits of TED talks.....	34
2.10.8.4. Benefits of TED Talks in Public Speaking .....	35
2.11. Previous studies on barriers to public speaking skills.....	36
2.12. Conceptual framework .....	38
<b>CHAPTER 3. METHODOLOGY .....</b>	<b>41</b>
3.1. Research site.....	41
3.2. Sample and sampling procedures .....	41
3.3. Research instrument .....	42
3.4. Data collection procedures.....	45
3.5. Data analysis procedures .....	46
3.6. Validity and reliability .....	46
3.7. Ethical consideration.....	47
3.8. Chapter summary.....	47
<b>CHAPTER 4. RESULT AND DISCUSSION .....</b>	<b>48</b>
4.1. Result .....	48
4.1.1. Common difficulties in English public speaking skills of English major students.....	48
4.1.1.1. Problems of vocabulary.....	48
4.1.1.2. Problems of grammar.....	49



4.1.1.3. Problem of pronunciation.....	50
4.1.1.4. Confidence concerns .....	51
4.1.1.5. Attention concerns .....	51
4.1.1.6. Pressure from instructors.....	52
4.1.1.7. Lack of topic knowledge .....	53
4.1.1.8. Subjective matters .....	53
<b>4.1.2. How to improve public speaking skills .....</b>	<b>54</b>
<b>4.2. Discussion .....</b>	<b>56</b>
<b>4.2.1. Common difficulties in English public speaking skills of English major students .....</b>	<b>56</b>
4.2.1.1. Problems of vocabulary.....	56
4.2.1.2. Problems of grammar.....	57
4.2.1.3. Problems of pronunciation .....	58
4.2.1.4. Confidence concerns .....	59
4.2.1.5. Attention concerns .....	60
4.2.1.6. Pressure from instructors.....	60
4.2.1.7. Lack of topic knowledge .....	61
4.2.1.8. Subjective matters .....	61
<b>4.2.2. How to improve public speaking skills .....</b>	<b>62</b>
<b>CHAPTER 5. CONCLUSION AND SUGGESTION .....</b>	<b>66</b>
5.1. Overview of the chapter.....	66
5.2. Conclusion.....	66
5.3. Suggestion.....	67
5.4. Limitations of the study .....	71
5.5. Recommendations for further research .....	72
<b>REFERENCES .....</b>	<b>73</b>
<b>APPENDICES .....</b>	<b>80</b>
<b>APPENDIX A1: QUESTIONNAIRE (ENGLISH VERSION).....</b>	<b>80</b>
<b>APPENDIX A2: QUESTIONNAIRE (VIETNAMESE VERSION) .....</b>	<b>84</b>

## **LIST OF ABBREVIATIONS**

AC: Attention concern

CC: Confidence concern

LK: Lack of topic knowledge

M: Mean

PG: Problem of grammar

PI: Pressure from instructor

PP: Problem of pronunciation

PV: Problem of vocabulary

SD: Standard Deviation

SM: Subjective matter

SPSS: Statistical Package for the Social Sciences

UPT: University of Phan Thiet

## LIST OF TABLES

Table 3.3.1: Research participants' general information.....	44
Table 3.6: Reliability of questionnaire.....	46
Table 4.1.1.1: Problems of vocabulary.....	49
Table 4.1.1.2: Problems of grammar.....	49
Table 4.1.1.3: Problems of pronunciation.....	50
Table 4.1.1.4: Confidence concerns.....	51
Table 4.1.1.5: Attention concerns.....	52
Table 4.1.1.6: Pressure from instructors.....	52
Table 4.1.1.7: Lack of topic knowledge.....	53
Table 4.1.1.8: Subjective matters.....	54
Table 4.1.2: Ways to improve public speaking skills.....	55

## **LIST OF FIGURES**

Figure 2.12 Conceptual framework.....	40
Figure 3.3.1 Rate of difficulty level among four English skills.....	44
Figure 3.3.2 Rate of difficulty level of public speaking skills.....	45

# **CHAPTER 1. INTRODUCTION**

## **1.1. Background of the study**

Public speaking is a versatile skill that proves useful in many areas of life, whether in the workplace, academia, or public advocacy. Effective communication significantly contributes to success in various aspects, from personal to professional development (Baumayer, 2018). The definition of public speaking can vary based on individual perspectives, professional contexts, educational emphasis, and cultural differences. Essentially, it involves addressing an audience, but it also includes scenarios such as job interviews, presentations to potential clients, media interactions, or discussions with colleagues at trade shows (Lamerton, 2001). Extensive research has been conducted on public speaking skills. Lucas (2009) describes it as a method of sharing ideas and influencing others. Farrell (2011) emphasizes that speech can be more powerful than writing, offering benefits such as greater personal satisfaction, enhanced reasoning and research skills, potential career advancement, and the ability to advocate for important causes.

Recognizing the significance of public speaking in various personal and professional settings, numerous studies have highlighted challenges that can hinder successful speeches. Research indicates that speech-making is a top source of anxiety (Baumayer, 2018; Lucas, 2009). Even accomplished speakers can experience nervousness due to stage fright, a common issue among students in public speaking courses (Boonkit, 2010). The primary causes of this anxiety include fear of judgment and lack of confidence. A case study in Thailand revealed that undergraduate students often lose confidence in public speaking due to anxiety about making mistakes, speaking softly, and shaking hands (Boonkit, 2010). Forman (2005) noted that Thai EFL students' reluctance to communicate led to a loss of naturalness in their speech, further diminishing their confidence in using the target language. Another study by Tuong (2022) found that non-English major students struggled to understand English without preparation when presenting in class. In Vietnam, research at Ho Chi Minh

University of Education identified fear as the most common barrier in public speaking courses (Van et al., 2021). However, no studies have been conducted at the University of Phan Thiet (UPT). This research aims to understand the difficulties faced by students in speaking courses at UPT and to determine if they encounter similar issues as students in other contexts. Phan Thiet, a coastal city with numerous five-star hotels and resorts, offers good job opportunities for candidates with strong public speaking skills. Despite this, graduates often suffer from public speaking anxiety, hindering their professional growth. This study focuses on the specific challenges faced by English-major students at UPT, aiming to provide insights for targeted teaching strategies to enhance their public speaking proficiency. The findings are expected to contribute to developing courses that reduce difficulties in learning public speaking and help educators create a more effective curriculum for enhancing these skills.

## **1.2. Problem statement**

Nowadays, public speaking plays a vital role in daily lives. People do public speaking for different purposes, such as entertainment, academic purposes or conveying necessary information. Of the four language skills: Listening, Speaking, Reading, and Writing-that all language learners are supposed to acquire, public speaking is believed to be the most challenging due to the complex and subtle nature of public speaking comprehension in a second or foreign language . As a researcher, I would like to present “Common difficulties in English public speaking skills: A case study of English major students at University of Phan Thiet” for several reasons. First, public speaking is the most important skill in communication in real life. Moreover, in learning a language, public speaking is a useful means of providing students with speaking and expressing their opinion in English, which is an essential component of the whole language learning process. Therefore, I would like to do this research to help students pay more attention to public speaking skills. Secondly, learning public speaking skills is the most difficult part of learning a foreign language. Public speaking requires time, intelligence, attention, and practice. That is the reason I would like to make some suggestions so as to help teachers motivate their students to study

public speaking skills more excited and better. After studying at the Faculty of Foreign Languages, University of Phan Thiet (UPT), for nearly four years, I realize that English major students still have many difficulties with their public speaking skills. In the hope of finding out the solutions to learning public speaking, a study: “Common difficulties in English public speaking skills: a case study of English major students at University of Phan Thiet” has been conducted because of all the above-mentioned reasons.

### **1.3. Aims of the study**

The study is done with the following aims:

Firstly, the study is carried out in order to survey the real state of learning English public speaking skills in University of Phan Thiet so that I could work out the solutions.

Secondly, most students find it difficult to learn public speaking skills, so I would like to find the common difficulties that the students face when they speak English at University of Phan Thiet. Finally, because of the difficulties, many students are not interested in learning and practicing this skill in class, therefore the study would like to suggest some possible solutions to improve public speaking skills.

### **1.4. Research questions**

Dealing with the issue that has been mentioned above, the research questions were formulated as follows:

1. What are some common difficulties in English public speaking skills which are found from English major students at University of Phan Thiet?
2. What are solutions to improve their English public speaking skills?

### **1.5. Scope of the study**

The study is about learning public speaking skills for English-major students in Faculty of Foreign Languages at University of Phan Thiet. Because of the limitations of time and knowledge, this study cannot cover the whole issue of public speaking skills. It only focuses on difficulties and solutions that help students improve public speaking skills. Moreover, the study could not touch upon all the students at

University of Phan Thiet. It is confined to third-year students in faculty of foreign languages at University of Phan Thiet only.

## **1.6. Significance of the study**

### ***1.6.1. Theoretical significance***

It is hoped that the result of the study can be one of the references in public speaking learning theory.

### ***1.6.2. Practical significance***

#### ***The students:***

By giving some ways to improve public speaking skills, it is hoped that the students' public speaking skills can be improved, so that the students can communicate using English more fluently, accurately, and communicatively.

#### ***The teachers:***

It is useful for the English teachers to improve their teaching strategy, so that the students can comprehend the materials and get involved in teaching and learning process, especially in public speaking activities. The English teachers are also expected to innovatively create interesting public speaking activities.

#### ***The readers:***

It may give some information to the reader about teaching public speaking and how to improve students' public speaking skills in the teaching and learning process.

#### ***The writer:***

He will get additional experience and knowledge of teaching and learning in the classroom for the future. He also gets new experience in doing action research and working together with other people.

## **1.7. Overview of the thesis chapter**

Chapter 1 generally introduces why this study should be conducted, how it was done, who joined in the investigation, what the study discussed on, and the effects that this research brings for the community. Chapter 1 is composed of the background



of the study, problem statement, aims of the study, research questions, and scope of the study.

In chapter 2, it has shown some basic definitions about public speaking, type of public speaking and several difficulties faced during public speaking. In this chapter, it also gives some good ways to improve public speaking skills include: aspects regarding vocal, bodily, audience, outline, and especially improving public speaking skills through TED Talks (Technology, Entertainment and Design Talks).

In chapter 3, it presented the methodology which used to conduct the research. Firstly, it presented the research sites and sample. Secondly, the research instruments which included questionnaires was the main instruments in this study. The researcher also presented data collection and analysis procedures in the next part. Finally, ethical consideration was presented in the final part of the chapter.

In chapter 4, it gave some of the results of the research through the survey questionnaires. It also provides discussions on difficulties, and how to improve public speaking skills.

The last chapter, chapter 5 includes the conclusion and some suggestions for English major students and English lectures.

## **CHAPTER 2. LITERATURE REVIEW**

### **2.1. Introduction of public speaking**

Mastering speaking skills is essential for students learning English. Grauberg (1997, as cited in Sari, 2015) notes that many learners aim to speak the language fluently. Speaking should be taught and practiced in the classroom to enable effective communication in the target language. Harmer (2001) emphasizes that fluency requires not only knowledge of language features but also the ability to process information. Speaking is crucial for sharing information, opinions, and emotions in daily life, making it vital for achieving the objectives of learning English.

Public speaking is a key subject for students, enhancing personal and social interactions, academic performance, and career prospects. Practicing public speaking helps students build confidence in persuading others with their ideas and opinions. In academic settings, public presentations and group discussions are common activities that students must master.

Public speaking is one of the most feared activities for many people. Some surveys even show that fear of public speaking ranks higher than fear of death. It's surprising that people are more afraid of speaking for ten minutes in front of a group than facing the unknown. However, some individuals, like those with a love for theater and performance, may enjoy public speaking. Despite this, nerves and anxiety often accompany speech situations.

Communication instructors aim to help students improve their public speaking skills and reduce anxiety. The goal is not to make students perfect speakers but to provide them with the tools to become better and more confident. With some basic techniques, anyone can give a successful speech.

### **2.2. Definition of public speaking**

Public speaking is often defined in various ways by different experts. Merriam Webster (2015) describes it as “the act or process of making speeches in public and the art of effective oral communication with an audience.” Wikipedia adds that it's traditionally about speaking face-to-face with a live audience.

Many experts have tried to pin down what public speaking really is. Abidin (2014) calls it the art of delivering beautiful and effective speeches, whether in private or public settings. Nikita (2011) sees it as a process, an act, and an art of delivering a speech to an audience. Templeton and Fitzgerald (1999, as cited in Yee & Abidin, 2014) explain that public speaking involves standing before an audience to deliver a structured speech with the goal of persuading, informing, or entertaining them.

Public speaking is similar to giving a presentation, though presentations are often more common in commercial or academic environments. Parvis (2001) mentions that public speaking includes both verbal and non-verbal communication, with 25% being verbal and 75% non-verbal. Clarke (2005) has a different take, suggesting that non-verbal communication makes up 93%, leaving only 7% for verbal communication.

Abidin (2014) points out that people speak in public for various reasons: to tell a story, share an experience, inform, or motivate others. Public speaking skills are valuable in leadership, personal development, business, customer service, and mass communication. The goal of studying public speaking is to understand the art of speaking well and to develop our thinking about social life and culture.

In summary, public speaking is about delivering a speech to a group of people in a structured and deliberate way, aiming to inform, influence, or entertain them. Whether you're speaking to a group of friends or a crowd of strangers, preparation is key. By the end of your speech, your audience should walk away with a clear message they can learn from.

## **2.3. Types of public speaking**

According to Schreiber et al (2013), public speaking is classified into three types: informative speech, persuasive speech and occasion speech.

### ***2.3.1. Informative speech***

An informative speech is all about providing the audience with useful and relevant information. To make an informative speech successful, it's crucial to be specific and accurate. The speaker shares information about a particular person, place,

object, process, concept, or issue by defining, describing, or explaining it (Schreiber et al., 2013). The main goal of an informative speech is to educate the audience on a specific topic. There are various types of informative speeches, such as those that describe the conditions of a subject or instruct the audience on how to perform an action. Essentially, an informative speech aims to enlighten the audience about a topic they may not know much about. For example, it might demonstrate how to use new software, explain a new scientific concept, describe an archaeologist's expedition, or provide details about a notable person. The topics covered in an informative speech should help the audience understand the subject better and remember what they've learned. Unlike persuasive speeches, the goal here isn't to sway the audience to the speaker's point of view. Instead, the speaker presents the details so the audience can make an informed decision or learn about a subject they're interested in. It's also important for the speaker to consider how to present this information. An informative speech should rely less on pathos, which appeals to the audience's emotions and is more common in persuasive speeches. Instead, an informative speech might use visual aids to give the audience a clear representation of the important information. Providing information in multiple forms during the speech increases the likelihood that the audience will retain what they've learned.

An informative speech is designed to inform the audience. But as you might guess, there are many ways to do that. So, there are several types of informative speeches: definition, descriptive, explanatory, and demonstrative.

A definition speech explains the meaning, theory, or philosophy of a specific topic that the audience might not know much about. The topics can range from something general, like a sport, to something very specific, like a particular person. The main goal here is to educate the audience so they understand the key points about the subject.

A demonstration speech shows how to do something. If you've ever listened to a lecture where a teacher explained how to create a bibliography, you've heard a demonstration speech. These speeches often use visual examples to show the audience how to move from step to step through an activity. Visual aids help the

audience remember what each step looks like, making it more likely they'll retain the overall information.

An explanatory speech describes the state of a given topic. Think about the types of speeches given at industry conferences. The goal is to inform the audience about a particular part of an industry. These speeches often use visualizations to give the audience a clear representation of data or statistics, making complex information easier to understand and remember.

A descriptive speech creates a vivid picture in the audience's mind about an object, person, animal, or place. For example, an archaeologist who has discovered a new temple in South America or a paleontologist who believes they've found a new dinosaur might use a descriptive speech to share their discoveries with an interested audience.

### ***2.3.2. Persuasive speech***

The second type of speech is the persuasive speech. In a persuasive speech, the speaker aims to reinforce or change the audience's beliefs, attitudes, feelings, or values (Schreiber et al., 2013). Persuasive speeches can be particularly effective when presented as a story. The goal is to convince the audience to agree with the speaker's argument or to provide insight that changes their previous perspective. However, not all audiences can be convinced by a single speech, and not all perspectives will persuade everyone. The success of a persuasive speech is often measured by the audience's willingness to consider the speaker's argument.

A common example of a persuasive speech is a sales pitch. During a sales pitch, the speaker tries to convince the audience to buy a product or service. If the salesperson is successful, the audience (the potential customers) will choose to make a purchase. However, salespeople know that just because someone doesn't buy right away, it doesn't mean the pitch failed. Persuasion is often a process, and people may need multiple pitches and additional information before they are ready to accept a new view.

The overall goal of a persuasive speech is for the audience to accept the speaker's viewpoint. But this definition doesn't capture the different goals of various persuasive speeches. Persuasive speeches can be designed to convince, actuate, or stimulate the audience.

A convincing speech aims to get the audience to internalize and believe a viewpoint they didn't previously hold. For example, if you're giving a persuasive speech claiming that Coke is better than Pepsi, your goal isn't just for the audience to hear that you prefer Coke, but for Pepsi lovers to change their minds.

An actuation speech has a slightly different goal. It aims to get the audience to take some action. This type of speech is particularly useful if the audience already shares some or all of your views. For example, at the end of presidential campaigns, candidates focus on convincing their supporters to actually vote. They are trying to actuate the action of voting through their speeches.

Persuasive speeches can also be used to enhance how strongly the audience believes in an idea. In this case, the speaker knows the audience already believes in the viewpoint but wants to make them more enthusiastic about it. For example, religious services often use stimulation. They aren't necessarily trying to convert people from other religions; instead, they aim to deepen the congregation's existing beliefs.

Persuasion is used in many situations, such as a sales pitch to potential customers, a politician's campaign speech, or a debate during a public forum.

### ***2.3.3. Occasion speech***

The third type of public speaking is known as an occasion speech, also called a ceremonial speech. These speeches are crafted for specific events and have a purpose defined by the occasion. They can be informative, persuasive, or a blend of both. Examples include a report presented to coworkers, a teacher sharing information with their class, or a job training session. Essentially, these speeches are tailored to fit the unique needs of the event and audience.

## **2.4. Basic structure of public speaking**

A well-organized message helps listeners easily understand and follow the speaker's ideas. According to Griffin (2008), a well-structured speech shows that the speaker is knowledgeable, making it easier for the audience to remember what was said. Public speaking, like all communication, is a transactional process where each element depends on and interacts with the others. A good speech incorporates these elements effectively. Schreiber et al. (2013) highlight three key structures in public speaking: the introduction, body, and conclusion.

**Introduction:** This is the first part of the speech. The speaker needs to grab the audience's attention, establish a connection with the topic and the audience, and orient them by explaining what the speech will cover and why it's important.

**Body:** This is the main content of the speech. It should be well-organized, with clear transitions between points. Transition words like "next," "first," "finally," and "moving on" help guide the audience through the speech. The points should build on each other, starting from simple concepts and moving to more complex ones, culminating in the most powerful point. The speaker should aim to peak the audience's emotions and fulfill the speech's purpose.

**Conclusion:** The final part of the speech should leave a lasting impression and achieve the speech's goals. The speaker should use a transitional statement to signal the end of the speech, such as "to conclude," "to summarize," or "now we have seen." The last sentence should be strong and resonate with the audience, leaving them with a sense that the speaker was well-prepared (Sandmann, 2013).

## **2.5. Method of delivery**

According to Capece (2013), there are four basic methods (sometimes called styles) of presenting a speech: manuscript style, memorized style, extemporaneous style and impromptu style.

### ***2.5.1. Manuscript style***

The manuscript style involves reading a written speech word for word to the audience. Traditionally, this was done from a handwritten paper manuscript. A classic

example of this style is a presidential speech (Capece, 2013). When writing a manuscript, it's important to use an oral style, meaning it should sound like natural conversation. Preparing such a speech takes time to write, edit, revise, and finalize. The main advantage of reading from a manuscript is the precise repetition of the original words, which can be crucial in certain situations. For instance, when reading a statement about your organization's legal responsibilities, the exact wording is essential. The only typical errors might be mispronunciations or stumbling over complex sentences. However, there are downsides to manuscript speaking. It can often be uninteresting unless the speaker has practiced delivering it with vocal expression and gestures, similar to poets at a poetry slam or actors in a reader's theater. Sticking closely to the script can also prevent eye contact with the audience, making the presentation less engaging. For a manuscript speech to hold the audience's attention, they need to be interested in the message from the start. Professional speakers, actors, news reporters, and politicians often use an autocue device, like a TelePrompter, especially on television where eye contact with the camera is crucial. With practice, a speaker can achieve a conversational tone and appear to speak extemporaneously while using an autocue. Success in this medium depends on two factors: the speaker's skill in using a conversational tone and the speech being written in a conversational style.

### ***2.5.2. Memorized style***

According to Wrench et al. (2012), a memorized speech involves reciting a written message that the speaker has committed to memory. This means writing out the entire speech and then memorizing it word for word. The big advantage of this style is that it allows the speaker to maintain eye contact with the audience throughout the speech. Without the need for notes, you can move freely around the stage and use your hands for gestures. This freedom is especially beneficial if your speech includes visual aids. However, there are some drawbacks. First, unless you also plan and memorize every vocal cue (like pitch, tone, volume, and pace), gesture, and facial expression, your presentation might come across as flat and uninteresting. Even the



most fascinating topic can suffer if delivered in a monotone or repetitive pattern. You might also end up speaking too quickly, like a “machine-gun,” which can make it hard to emphasize key points. Another risk is losing your place. If you start to ad lib, the change in your delivery style can signal to the audience that something is off. Even more daunting, if you go completely blank during the presentation, it can be very difficult to recover and find your place again.

### ***2.5.3. Extemporaneous style***

Extemporaneous speaking strikes a balance between memorized and impromptu styles. It involves using a well-organized and rehearsed outline. As Verderber (2014) explains, when you speak extemporaneously, you rely on notes that remind you of key ideas, structure, and delivery cues. This approach is incredibly beneficial because it allows you to maintain eye contact with your audience, adapt to their feedback, and focus on the flow of ideas rather than getting stuck on specific words or sentences. Unlike memorized speeches, extemporaneous delivery uses cues to guide you through your presentation. This method is highly recommended and often required in public speaking courses today. It’s also the best approach for various settings, including other academic presentations, corporate environments, and future career opportunities (Capece, 2013).

### ***2.5.4. Impromptu style***

Impromptu speaking, as Wrench et al. (2012) describe, involves delivering a short message on the spot, without any advance preparation. It’s unplanned and unrehearsed, and speakers rarely use notes, often looking directly at their audience (Capece, 2013). The beauty of impromptu speaking is its spontaneity and ability to respond dynamically in lively group settings. However, the downside is that speakers have little to no time to think through the main points of their message, which can lead to a disorganized and hard-to-follow presentation for the audience.

## **2.6. Psychological factors in learning public speaking**

### ***2.6.1. Concept of Psychological Factors***

Psychology is all about understanding how humans think and feel. It delves into the processes behind our thoughts and behaviors, whether we're interacting with our environment or each other. Our behaviors and experiences reveal a lot about how we feel, work, and act. For instance, psychological behaviors like setting realistic goals, evaluating performance, and building resilience are crucial for helping individuals navigate tough times. These behaviors can guide someone to perform more effectively and consistently, unlocking their potential for success. In the context of English as a Foreign Language (EFL) students, psychology plays a key role in their speaking performance. It involves cognitive processes that help them form meaningful and grammatically correct sentences. Psychological factors influence how someone thinks and behaves, impacting their decisions and actions. Psychology is deeply connected to human behavior and experience. It also encompasses issues related to emotional and physical health. Based on these points, we can conclude that psychological factors include the thoughts, perceptions, emotions, and behaviors that affect how students speak English.

### ***2.6.2. Psychological Factors that Negatively Affect Students' Public Speaking Performance***

#### ***\*Anxiety***

Anxiety often feels like a sense of panic, especially during public speaking. According to Zsuzsa (2010), it's that nervous and worried feeling about something. Sulfiani (2020) describes anxiety as mental discomfort or unease caused by fear of danger or disaster. It's a negative way of expressing emotions, an unpleasant state that people want to avoid. Anxiety is similar to various types of fear, and it can cause physical reactions like blushing or a racing pulse, as well as behaviors like stammering and fidgeting. Brown (2007) talks about foreign language anxiety, which is the feeling of apprehension and inadequacy when learning a new language. This type of anxiety is a significant factor that can hinder students' performance. Vera

(2018) identifies three types of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is the anxiety about not being able to express thoughts clearly and build communication with others. It's the difficulty in conveying a message through speaking. Test anxiety is the fear of failing tests and the unpleasant experience that comes with it, whether consciously or unconsciously. It refers to the worry of failing exams, quizzes, or other assignments used to assess performance. Fear of negative evaluation is the anxiety about others' judgments, worrying that they will judge you negatively. This involves concern about others' evaluations, avoiding situations where you might be judged, and assuming that others will think poorly of you, according to Maria (2020). Students who are suspected of experiencing anxiety will show the following symptoms: Shaking body, Sweat profusely, Hands begin to feel moist, The heart rate begins to quicken, Mouths become parched, The mind starts to race, Thoughts become jumbled, Stammering

Based on the statements above, the researcher concluded that anxiety is an affective state, an unpleasant emotional state, in which, in the face of an anticipated threat, one discerns danger, feels helpless, and experiences stress.

### ***\*Shyness***

Nazifullah (2019) describes shyness as an emotional response that often manifests as feelings of agitation, uneasiness, or awkwardness, especially when someone is doing something, engaging in conversation, or being approached by others, particularly in new or unfamiliar situations. According to Ria (2021), students' shyness is often due to their naturally quiet nature. Many students experience shyness as an emotional challenge, especially when they need to speak English. This suggests that shyness can be a significant barrier to students' learning activities. Ninuk (2017) observed that most English learners feel shy when speaking the language. As a result, shy individuals often prefer to remain silent rather than risk embarrassment.

Students who are likely experiencing shyness may exhibit the following symptoms: Blushing, Struggling to think of things to say, Lacking outgoing behaviors such as good eye contact or an easy smile

In summary, shyness is a feeling of discomfort, bashfulness, or insecurity that influences how a person feels and behaves around others.

### ***\*Lack of Self-Confidence***

Self-confidence is something everyone possesses to some degree, and it relates to how individuals perceive themselves overall, in connection with their self-concept. It's one of the most influential factors in learning. Najdatul (2019) explained that self-confidence is closely linked to self-esteem, as both focus on how individuals view their abilities. Students often experience a lack of confidence when they realize their conversation partners don't understand their intended meaning or when they misinterpret others' messages. According to Ninuk (2017), low proficiency in speaking English is a major cause of students' low confidence. Many students believe their English skills are poor and that they can't communicate effectively, leading them to stay silent while others speak.

Students who lack self-confidence may exhibit the following behaviors: Basing their actions on what others think, Staying within their comfort zone, Avoiding risks, Trying to cover up mistakes and fix problems before anyone notices, Overly praising others, Dismissing compliments.

In summary, a lack of confidence is characterized by feelings of incompetence or an inability to handle situations properly, which is why some students are reluctant to speak in front of the class.

### ***\*Lack of Motivation***

Motivation is crucial in the process of learning a language. Wagiyo describes motivation as a blend of energy and willingness to achieve a goal. It's a psychological state that initiates, guides, and sustains behavior. Students with high motivation tend to persist in their studies and achieve better results compared to those who lack motivation. Nazifullah (2019) noted that motivation significantly impacts students' willingness to speak English. He argues that a lack of motivation can hinder students' speaking performance. When students have low motivation, they lose focus. Conversely, highly motivated students actively participate in the learning process and pay close attention to their activities.

Students who lack motivation may exhibit the following behaviors: Feeling bored and rushing through tasks, Giving up easily and frequently saying “I can’t”, Ignoring teacher instructions, Not asking for help when needed, Daydreaming and not engaging in studies, Ignoring teacher advice, Reluctance to answer questions voluntarily, Being more silent, Getting discouraged easily.

In summary, a lack of motivation is linked to students’ unwillingness and low interest in achieving success.

## **2.7. The importance of public speaking**

Sometimes effective public speaking skills can help with career advancement, as they indicate creativity, critical thinking skills, leadership abilities, poise, and professionalism, qualities which are very valuable for the job market. Speaking at events and conferences is a good way of building credibility. The more well known the event the better, as we can add these speaking achievements to your resume. Public speaking can significantly boost our confidence. Overcoming the fears and insecurities that accompany public speaking is empowering. Furthermore, connecting with audiences can be a strong reminder that you have valuable insights and opinions to share with the world. Our confidence levels will grow as you go from speaking to small groups of people up to large audiences. This will benefit you not just on stage, but in everyday life as well, whether it be in a meeting or on a date.

Communication skills are crucial for personal and professional success and improving this area is one of the greatest benefits of public speaking. Preparing a speech forces speakers to take a step back and think critically about effective ways to communicate. In everyday life, it’s easy to fall back on the communication habits we formed many years ago. Public speaking focuses on communicating ideas. We can learn to calmly take up an opposing view, to present your ideas in an organized and coherent manner, and to defend your views to others (Menzel, 1994).

Becoming conscious of timing is essential. Knowing when to pause and for how long can make a significant impact. Mastering vocal variety, such as changes in volume, speech rate, and tone, enhances articulation. Confidence brings awareness of

using mime, props, and storytelling—all acting skills that enrich a speech. Listening is a valuable skill often overlooked. A public speaking course teaches better listening. Attending conferences exposes one to various speeches on diverse topics, delivered by people from different backgrounds. This experience passively builds listening abilities and note-taking skills. Expanding vocabulary and reducing filler words are key benefits. A flexible vocabulary and the elimination of common filler words, often used out of uncertainty or anxiety, indicate a more confident and assured speaker (Menzel, 1994).

## **2.8. Benefits of public speaking**

Academic presentations can be quite the challenge for students learning English for Academic Purposes (EAP). However, no matter what your goals or interests are, honing your public speaking skills can be incredibly beneficial both personally and professionally. Public speaking offers numerous advantages. According to Schreiber et al. (2013), being able to speak confidently and naturally in front of others can help you expand your social circle, build strong relationships, and make new friends. It can also boost your self-confidence (Grapsy, 2013), improve your communication and organizational skills, and enhance your social influence. Moreover, it can help you become a better listener, reduce anxiety and fear when speaking in public, improve your memory, and give you better control over your emotions and body language (Nikitina, 2011). In the professional world, public speaking is becoming increasingly important. Aras (2012, as cited in Schreiber & Hartranft, 2013) suggests that around 70% of jobs now involve some form of public speaking. Developing your communication skills and learning to speak in public can open up new career opportunities, position you as an authority in your field, and set you apart from your competition. It can attract the right customers to your business, help you present technical or business information effectively, and improve internal communication. Additionally, it can make it easier for you to assume leadership roles, train others, increase employee productivity, and prepare for spontaneous speaking challenges. Public speaking can also motivate and persuade others to achieve their

professional goals, and make you a sought-after guest at conferences, seminars, and public speaking events (Nikitina, 2011).

Learning about public speaking can empower you to participate in democracy at its most fundamental level. It's crucial for creating and sustaining a vibrant society. Even if you don't plan to run for office, understanding public speaking helps you listen carefully and critically evaluate others' speeches. This skill is essential for understanding public issues, forming opinions, and contributing to their resolution (Goddu, 2013; Russ, 2013, as cited in Schreiber et al., 2013).

## **2.9. Basic principles in public speaking**

According to German et al. (2001), there are four key principles of effective public speaking: being audience-centered, organizing appropriately, writing clearly, and presenting compellingly.

The first principle, being audience-centered, is all about understanding who your audience is and tailoring your speech to fit their specific interests, desires, and needs. This means considering factors like age, ethnicity, gender, and education level, as these can influence how your message is received (Reinard, 1988 as cited in Sellnow, 2004). Knowing your audience helps you choose the right topic, develop relevant content, structure your speech effectively, and deliver it in a way that resonates with them. Always keep your audience in mind throughout the entire process—from planning to presentation (Shaw, 1997 as cited in Sellnow, 2004). When crafting a speech, it's crucial to focus on both content and organization. According to Sellnow (2004), the content includes the main topic and purpose, the supporting ideas and information, and the connections you make with your audience throughout. Effective public speeches need to be well-organized to suit both the topic and the audience. Traditionally, speeches are structured with an introduction, body, and conclusion.

Sellnow (2004) explains that organizing a speech starts with determining a specific purpose, identifying the central idea, and outlining the main points. Once

these are established, you can choose from various organizational patterns. These include:

Chronological: Following a time sequence.

Spatial: Following a directional pattern.

Causal: Showing cause-and-effect relationships.

Problem-Solution: Presenting a problem and then offering a solution.

Topical: Dividing the speech into subtopics.

One of the most famous organizational patterns for public speeches is the “motivated sequence,” developed by Alan H. Monroe (Verderber et al., 2014). This pattern is especially effective for persuasive speeches.

For a speech to be effective, it must also be clearly written. Even the best-organized speech won’t be effective if the audience doesn’t understand the message. One key to clear writing is to use vocabulary that is appropriate for your audience (Sellnow, 2004).

To make a public speech truly effective, it’s not just about the content, but the delivery. According to Decker (1992, as cited in Sellnow, 2004), listeners are often more influenced by the manner of delivery than the actual words. Delivery involves presenting the message with appropriate nonverbal cues such as voice and body language. An effective speech doesn’t need to be overly dramatic or theatrical. Instead, it should be sincere, honest, straightforward, and dynamic.

Varying vocal pitch, speed, and volume can keep the audience engaged. However, overemphasis on these aspects can seem phony or insincere. A good rule of thumb is to address the audience as if speaking to one person at a time. The speaker should convey competence on the topic and a genuine desire for the audience to understand the message. Developing strategies to respond to audience feedback is also important. If the audience appears restless or confused, the message can be adjusted to include more examples or to shorten repetitive parts. Using interesting visuals or varying vocal delivery can help maintain audience involvement. Conducting audience analysis before the presentation can aid in preparing for different reactions and making the speech more effective.



## **2.10. How to improve public speaking skills**

### ***2.10.1. Vocal aspects of public speaking***

According to Anusha Bansal (2021), six aspects of vocal delivery influence an audience's interpretation of a speaker's message: pitch, rate, pauses, volume, enunciation, and fluency.

Pitch refers to the highness or lowness of a voice, creating a natural melody through its upward and downward movements. This is a learned activity, acquired from significant people in early life. For instance, parents often use a variety of pitches when talking to their babies, using soft tones to soothe or lively tones to elicit a smile. Children mimic these melodies, which is why family members often have similar speech tones and patterns. Those born without the ability to hear cannot learn pitch, resulting in a more monotone speech pattern. In public speaking, it's best to let the natural melody flow rather than trying to sound more "professional" or "in charge."

Rate is the speed at which one speaks during a speech. Nervous speakers often speak too quickly, which can lead to a dry mouth. To counteract this, having a bottle of water on hand and taking a drink when feeling rushed can help slow down the pace. Conversely, focusing too much on slowing down can cause the presentation to drag. Try to speak at a natural rate when delivering a presentation.

Pauses are intended silences during a speech. Naturally, pauses occur at the end of sentences and thoughts in conversation. Maintaining the same pausing pattern in public speaking as in natural conversation is beneficial. Pauses can also be used to regain the attention of an audience that might not be paying attention. A slightly longer pause than usual can prompt audience members to notice the silence and stop chatting or whispering.

Volume refers to the relative loudness of a voice during a presentation. It's important to match the volume to the size of the room. Audience members often indicate when they can't hear by leaning forward, looking around confused, or

making verbal comments like “What did she say?” or “Can you hear him?” Observing these cues can help adjust the volume accordingly.

Enunciation involves the pronunciation and articulation of words in a speech. Each word is composed of syllables, which combine to create specific sounds. For example, the word “sugar” consists of two syllables: “Shu” and “gar.” Failing to pronounce each syllable clearly can result in unclear speech. During a presentation, it’s essential to speak very clearly, using the entire mouth to form each word. In daily conversation, speech can be quite sloppy, but in public speaking, clear enunciation is crucial.

Fluency refers to the smoothness of vocal delivery, the flow of words during a speech. Striving for a smooth delivery is important, but if a tongue gets tripped up, there’s no need to panic. Everyone experiences this at some point, even professional actors, which is why out-takes exist in movies. Stumbling over unfamiliar or new words, or even familiar ones, happens to everyone. The key is not to make a big deal out of the mistake. Maintaining a professional tone and continuing with the presentation is crucial. The best way to prevent stumbling is to practice the presentation repeatedly until the words sound as natural as possible.

### ***2.10.2. Bodily aspects of public speaking***

According to Anusha Bansal (2021), four aspects of a speaker’s body impact an audience’s interpretation of the speaker’s message: gestures, facial expressions, eye contact, and movement.

Gestures involve movements of the head, arms, and hands. Observing a great public speaker reveals that their entire body is engaged in the presentation. Arms gesture, fingers point or accent important words, and the head nods when discussing something significant. A podium is often seen as a helpful piece of furniture during a presentation, mainly because it provides a place to hide behind. However, a podium is designed solely to hold notes, not to support weight or be gripped tightly out of fear. Clinging to a podium restricts gestures, resulting in a static presentation. Gesturing naturally is common in daily conversation, with many people accused of

“talking with their hands.” If asked to sit on hands during a conversation, compensating with head nods or shoulder shrugs is likely. When using a podium, placing notes on it and stepping back can encourage natural gestures. Holding notes in hand should be done carefully to avoid distracting the audience by waving them around.

Facial expressions involve movements of the eyes, mouth, chin, and other facial features. The key to effective facial expressions is ensuring they align with the subject matter. When discussing serious topics, a serious expression is appropriate. Conversely, when the topic is lighthearted or humorous, smiling or laughing can enhance the presentation. A serious presentation can be undermined by inappropriate laughter, just as a lighthearted speech can fall flat without any smiles. Humor is another important aspect to consider. While many enjoy a good joke, not everyone is naturally funny. Great comedians are rare, and forced humor can be easily detected by an audience. If humor is used, it should be relevant to the subject. For instance, a joke about a chicken crossing the road should be tied to a discussion about chickens, roads, or what lies beyond the road. Starting a speech with an unrelated joke can mislead the audience and set unrealistic expectations, damaging the trust between the speaker and the audience.

Eye contact involves maintaining meaningful visual connection with audience members. It’s often the most daunting aspect of public speaking, as the idea of being watched by many can be intimidating. Various strategies are suggested to manage eye contact, but some common myths include:

**Staring at the back wall:** This approach ignores the audience, making them feel disconnected.

**Focusing on three specific spots:** This method requires remembering the spots and can make the speaker appear as if watching a tennis match.

**Looking at foreheads:** It’s unnatural to focus on foreheads, as eye contact is more engaging.

**Gazing at chests:** This is inappropriate and can lead to misunderstandings or discomfort.

**Imagining the audience in their underwear or naked:** While intended to make the audience seem less intimidating, this can distract from the presentation's content.

Surviving the eye contact portion of public speaking involves understanding the audience, who are the ones to make eye contact with. Audiences consist of unique individuals, not a homogeneous group. Recognizing the different types of people in the audience can make public speaking less intimidating. In a group of 25 people, there will likely be a mix of personalities. Research indicates that three to five of them will be clock watchers, frequently checking their watches. This behavior often has nothing to do with the speaker's performance; clock watchers might simply be concerned about their next appointment. Doodlers are another common type. While they might seem distracted, research shows that doodlers pay better attention than non-doodlers. They are just good at multitasking, so their doodling isn't necessarily about the speaker. Lastly, there will be some who might doze off. This can be disheartening, but it's important to remember that it might not reflect on the speaker's abilities. Understanding these audience behaviors can help manage the anxiety around eye contact and make the experience more manageable.

Movement involves the entire body. It's best to avoid being confined to a podium or a single spot. Observing a skilled speaker reveals that they rarely stay behind anything. They move around the room, sometimes walking down the aisle or across the front. This is especially noticeable in newly built churches, designed to foster personal interaction between the minister and the congregation. Unlike older churches, where the minister or priest is often isolated in a high pulpit, newer designs encourage a more engaging and connected experience.

### ***2.10.3. Audience analysis***

#### ***1.10.3.1. Audience analysis factors***

Audience analysis is about understanding who will be listening and tailoring the speech to match their interests, knowledge level, attitudes, and beliefs. This audience-centered approach enhances the speaker's effectiveness by ensuring the

presentation is relevant and engaging. While thorough research can be challenging, a bit of imagination often helps in adapting to the audience. According to Mickey Bannon (2019), there are eight key factors in audience analysis:

One key factor is **audience expectations**. When people attend a speech, they have certain expectations about the event, topic, and speaker. Not meeting these expectations can negatively affect the speech's impact. For instance, if a local politician speaks at a memorial service for a beloved former mayor, the audience expects a tribute to the deceased. Discussing unrelated legislation would likely offend the audience and damage the speaker's credibility. However, there are times when defying expectations can be powerful, such as when political statements are made at the Academy Awards, where the unexpected nature of the message can amplify its impact.

Understanding the **audience's knowledge of a topic** is crucial. Audience members can have varying levels of familiarity with the subject. It's important to gauge what they already know. Overestimating their knowledge can lead to confusion and loss of interest, while underestimating it can come across as condescending. Researching the audience's background helps in striking the right balance. Providing a brief review of key terms and concepts is usually a good practice, ensuring everyone is on the same page without sounding patronizing.

**Attitude toward the topic** is another key factor. Knowing how the audience feels about the subject helps in crafting a more effective message. For instance, if a speaker aims to persuade the community to build a park, understanding their concerns is vital. If most people support the idea but worry about safety, the speaker should focus on addressing those safety concerns. This approach makes the speech more persuasive by targeting the audience's main apprehensions.

**Audience size** significantly influences the approach to speech-making. For smaller groups, a more informal and conversational style is often effective, such as sitting down and using everyday language. However, for larger audiences, a more formal presentation is usually necessary, often involving a microphone and an elevated platform to ensure everyone can see and hear clearly.

**Demographics** also play an important role. Factors like age, gender, religion, ethnic background, and occupation shape individuals' identities and experiences. Effective speakers consider these factors to make their message more relevant. For example, politicians often tailor their speeches to address issues pertinent to specific demographic groups, like discussing Medicare and Social Security in areas with a large elderly population. However, it's important to avoid stereotyping and to recognize that individuals are more complex than any single demographic category. The goal is to use demographic insights to enhance the speech's relevance without changing its core message for each audience.

**Setting** plays a crucial role in how a presentation is delivered and received. Various elements such as the room's layout, the time of day, temperature, and both external and internal noises can significantly impact the experience. For instance, the size of the room and how the audience is arranged can either enhance or hinder engagement. Factors like lawn mowers or traffic outside, and babies crying or coughing inside, can be distracting. The type of venue, whether it's a church, schoolroom, or an outdoor space, also matters. Knowing these details in advance helps in adapting the speech accordingly. Questions to consider include: Is there a stage? Will a podium or lectern be available? What technology aids are accessible? How are the seats arranged? What is the sequence of speakers? Although these might seem minor compared to the speech content and audience composition, being prepared can ease nerves, improve eye contact, and ensure the necessary technology is in place. The setting can influence audience attention and participation. For example, people tend to feel tired after a meal or late in the day. A presentation scheduled for 1:00 PM might need to be more engaging, perhaps through humor or enthusiasm, to maintain attention.

**Voluntariness** of the audience is the next key factor. Audiences can be either voluntary, showing genuine interest in the presentation, or involuntary, attending out of obligation. Understanding this distinction helps in gauging the effort needed to capture and maintain interest. Involuntary audiences, like those in mandatory meetings or classes, often require more effort to engage and keep interested.

**Egocentrism** is the last factor. It is a common trait among audience members, as they tend to be most interested in topics that directly impact them or their community. To be effective, a speaker needs to connect the topic to the audience's interests and concerns, demonstrating its relevance and importance to their lives.

#### 1.10.3.2. Tips for analyzing an audience

According to Mickey Bannon (2019), there are some effective ways to analyze an audience:

Firstly, defining the target audience. In any audience, there will be a mix of opinions on a topic. Some people will agree with the speaker, some will strongly oppose, others will be undecided, and some might be indifferent. Conventional wisdom suggests that a speaker doesn't need to focus on those who already agree or those who are firmly against them, as one speech is unlikely to change their minds. Instead, the focus should be on those who are undecided or indifferent. Crafting a speech with this group in mind can have the greatest impact. However, it's worth noting that some speakers are so compelling (or off-putting) that they can influence even those outside the undecided category.

Secondly, researching the audience. Sometimes, a presenter can learn about their audience through research in libraries or online. This is particularly useful when speaking to members of a specific organization. For example, if speaking to the local chapter of the Sierra Club, visiting their website to understand their goals and beliefs can be very helpful. Gathering brochures or other literature from the organization can also enhance audience analysis. At the very least, the person who arranged the speaking engagement should provide some information about the audience. Asking about the audience's expectations, the setting of the speech, and other key elements can make audience analysis more effective.

The other way is to conduct a survey. Surveys are a great way to understand the values, beliefs, and knowledge of an audience. They provide specific information from a large group of people. If there's access to the audience before a speech, brief written surveys can be distributed to gather insights. These surveys might include

open-ended questions like “How do you feel about animal research?” and close-ended questions such as “Do you approve of animal research?”

Here are some tips for creating effective surveys:

**Keep it short:** Make sure the survey is brief to respect the audience’s time.

**Get the essentials:** Ask only the questions needed to gather the necessary information.

**Stay focused:** Keep questions short and to the point.

**Choose words carefully:** Make questions clear and concise.

**Avoid bias:** Steer clear of leading or loaded questions to ensure unbiased responses

Conducting interviews is one of the most insightful ways to understand an audience, though it can be quite time-consuming. Unlike surveys, which can gather information from many individuals quickly, interviews require more time and effort. Interviewing every member of an audience is often impractical. Instead, engaging with a representative sample can be a viable alternative. This means selecting a small group that reflects the demographic makeup of the entire audience. For instance, if the audience is predominantly female, ensuring that the interviewees are also mostly female helps maintain representativeness.

Finally, reminders are so nice they need to mention twice. It’s crucial to avoid stereotyping during audience analysis. While demographic factors are important, they should not lead to fixed beliefs or opinions about people in a particular group. Stereotyping overlooks individual differences and can result in flawed reasoning. The best approach is to gather as much information as possible using various techniques, rather than relying on preconceived notions. Avoid simply telling the audience what they want to hear. This is a common criticism of rhetoric, especially in persuasive speech, where it can be seen as mere flattery or pandering. Politicians are often accused of changing their stance on issues to please different audiences. To prevent this, start planning every speech with a clear, consistent goal, such as informing about online education or persuading that a research project deserves funding. This goal should remain constant, regardless of the audience. Use audience analysis to find the



best way to achieve this goal, staying true to the purpose while tailoring the speech to the audience. Audience analysis should continue even after the speech begins. Pay attention to the feedback from the audience. If several people look confused, it might indicate an overestimation of their knowledge on the topic. Take the time to clarify terms and provide necessary background information. If the audience appears bored, consider adding more engagement or excitement to the speech. The success of the speech increases when the audience is treated as active participants in the speaking process.

#### ***2.10.4. Developing an effective speech outline***

Imagine building a house from scratch. A detailed plan or blueprint would be essential, showing the exact location of every door, window, wall, and stairway, and how they all relate to each other. This blueprint would provide quick answers to any questions about the house's content and structure, allowing for orderly construction. Similarly, outlines are crucial for effective speakers. They serve as a roadmap, ensuring that every part of the speech is well-organized and clearly connected, making the delivery smooth and coherent.

##### **2.10.4.1. Guidelines for speech outlines**

Here are some guidelines for speech outlines:

Firstly, stating the specific purpose. Begin with a clear statement of intent, such as “to inform the audience” or “to persuade the audience.” This should be a full infinitive phrase and should be specific enough to cover the topic effectively within the time constraints. This statement is for planning purposes and won't be spoken aloud.

Secondly, stating the central idea. This is similar to a thesis statement in an essay. It summarizes what will be covered in the speech in a single sentence and will be mentioned during the introduction. For example, “Three beautiful, uncrowded camping areas in the Rocky Mountains are Bridger-Teton National Forest, St. Charles Canyon in Idaho, and the Dinosaur National Monument in Utah.” This statement

should appear at the top of the outline, right below the specific purpose, and also as part of the introduction.

Thirdly, labelling the sections: Clearly mark the introduction, body, and conclusion sections of the outline. This not only ensures all parts are included but also helps you keep track of where you are during the speech.

Fourthly, using a consistent pattern of symbolization and indentation. Consistency is key here. It helps your eyes quickly find focal points, making it easier to stay organized while speaking. Traditionally, main points are marked with Roman numerals (I, II, III, etc.) and start at the left margin. Subpoints are marked with capital letters (A, B, C, etc.) and indented five spaces. Sub-subpoints use Arabic numerals (1, 2, 3, etc.) and are indented an additional five spaces, totaling ten spaces from the left margin.

Fifthly, stating main points and subpoints in full sentences. Avoid vague labels in your outline. Clearly stating main points and subpoints in full sentences ensures you can fully develop your ideas and avoid missing important information.

Sixthly, labelling transitions, internal summaries, and internal previews. These are essential tools to connect the ideas in a speech. Without them, the speech can feel disjointed. Transitions are words or phrases that signal the end of one idea and the start of another, like “in addition,” “the other part is,” or “now that we have.” Internal previews are more detailed and indicate the next main point, such as, “In discussing the problem of America’s deteriorating public works system, we shall deal first with our streets and highways, second with our bridges, and third with our water systems.” Internal summaries recap key points to ensure the audience has understood before moving on.

Lastly, attaching a bibliography. This is a list of all the sources consulted while preparing the speech, such as books, magazines, and newspapers. Use MLA (Modern Language Association) format for consistency, clarity, and accuracy. A well-prepared bibliography reflects the effort put into researching the topic and enhances the speaker’s credibility

#### 2.10.4.2. Speech outline format

Specific Purpose: Type what you plan to accomplish in your speech here (remember to begin with "to inform (or persuade) my audience").

Central Idea: Type the one-sentence summary of the key points to be covered in your speech here.

**INTRODUCTION:** label the introduction to mark it as a distinct section.

I. Attention Getter.

II. Relate to audience.

III. Establish Credibility.

IV. State central idea and preview main points.

(Transition: type the transition from your introduction to your body here).

**BODY:** label the body of the speech to indicate it is a distinct section.

I. Type first main point as a full sentence here.

A. Type first subpoint of first main point here.

1. If further elaboration is called for, type the first sub-subpoint of the subpoint here.

2. Type the second sub-subpoint here. If you have one sub-subpoint, you must have at least a second.

B. Type the second subpoint here. If you have one subpoint, you must have at least a second.

II. Type second main point as a full sentence here.

A. Type first subpoint of the second main point here.

B. If no further elaboration was necessary on first subpoint, type the second subpoint here. If you have one subpoint, you must have a second.

III. Type the third main point as a full sentence here.

A. Type the subpoint first of the third main point here.

B. If no further elaboration was necessary on the first subpoint, type the second subpoint here. Remember, if you have one subpoint, you must have a second.

C. Type the third subpoint here.

**CONCLUSION:** label conclusion to distinguish it from the body of the speech.

- I. Signal you are going into conclusion.
- II. Restate central idea & summarize main points.
- III. End memorably.

#### Bibliography

Provide a list of sources consulted while preparing your speech, using MLA (Modern Language Association) bibliographic style.

#### **2.10.5. Evidence: Supporting Materials**

When diving into research, the key element to seek is evidence. Evidence consists of supporting materials that bolster the main ideas of a presentation. These materials validate arguments, clarify positions in persuasive speeches, and enhance the credibility of both informative and persuasive speeches. Essential supporting materials to consider include:

- Survey results
- Testimonials from eyewitnesses
- Official statements from experts
- Analogies and comparisons
- Explanations of phenomena
- Definitions of terminology
- Visual aids

Incorporating a variety of these materials can make a presentation more engaging for the audience. It also ensures the argument doesn't appear one-dimensional or monotonous. Variety in evidence keeps the audience interested and adds depth to the presentation.

#### **2.10.6. Visual aids**

Visual aids are tools that enhance a presentation without overshadowing the speaker. They help illustrate points and keep the audience engaged. Almost anything can serve as a visual aid, such as a chalkboard, whiteboard, poster, flip chart, flannel board, graph, pie chart, cutaway, handout, model, overhead projection, movie, slides, themed clothing, or a computerized presentation like MS PowerPoint.

Here are some guidelines for using visual aids effectively:

**Engage with the audience, not the visual aid:** Even when displaying a visual aid, maintain eye contact with the audience.

**Use the nearest arm to point:** When pointing to items on the visual aid, use the arm closest to it or a pointer.

**Reveal visual aids only when needed:** Keep visual aids hidden until they are ready to be used.

**Ensure visibility:** Make sure the visual aid is large enough for everyone in the audience to see clearly.

**Allow time for comprehension:** Leave the visual aid visible long enough for the audience to understand it.

Using these tips can help make visual aids a powerful complement to any presentation.

#### ***2.10.7. Oral Footnotes***

When presenting information that isn't from personal experience, it's crucial to cite sources both in your presentation and in your speech outline. This practice, known as using oral footnotes, is like footnotes or in-text citations in a research paper. Oral footnotes inform the audience about the origin of your information, enhancing your credibility.

An oral footnote typically includes who provided the information, where it was found, and sometimes when it was published. Here are some examples:

**John Smith reported** that the moon is big and bright in the New York Times on January 1, 2006.

**The moon is big and bright according to** John Smith, author of *Our Big Moon*, in the New York Times on January 1, 2006.

**According to John Smith**, author of *Our Big Moon*, the moon is big and bright.

**As found in *Our Big Moon*** by John Smith, the moon is big and bright.

Using a variety of these formats can keep your speech engaging and prevent it from sounding repetitive. Variety is key to effective public speaking.

### ***2.10.8. TED Talks (Technology, Entertainment and Design Talks)***

#### **2.10.8.1. Definition of TED Talks**

According to ted.com, since 1984, TED Talks have been sparking curiosity and inspiring minds with their engaging presentations. Delivered by both native and non-native English speakers, these talks are now available in over 40 languages, making them accessible to a global audience.

Educators have been tapping into this treasure trove of knowledge since TED started sharing these talks online in 2007. TED isn't just about talks; it's a global community on a mission to spread ideas that can transform attitudes, lives, and even the world. On TED.com, there is a vast collection of free knowledge from some of the world's most brilliant thinkers, all ready to inspire.

#### **2.10.8.2. History of TED Talks**

TED started in 1984 when Richard Saul Wurman noticed an exciting overlap between technology, entertainment, and design. The first TED event showcased some groundbreaking innovations like the compact disc, the e-book, and advanced 3D graphics from Lucasfilm. Mathematician Benoit Mandelbrot also wowed the audience by demonstrating how to map coastlines using his new theory of fractal geometry.

After a rocky start and nearly running out of funds, Wurman and Harry Marks gave TED another shot six years later. By 1990, TED was back on track. The TED Conference became an annual gathering in Monterey, California, drawing a diverse and influential crowd. These attendees were united by their curiosity, open-mindedness, and the shared thrill of discovering something truly special.

#### **2.10.8.3. General benefits of TED talks**

TED Talks are all about fostering whole-person development. They challenge students, helping them grow both personally and professionally (Mercer, 2013). Students can easily access high-quality presentations on TED.com or YouTube (Grandgenett, 2012). These videos offer a global perspective and create an immersive learning experience.

Watching TED Talks can also enhance teaching quality. According to Grandgenett (2012), when teachers watch educational TED Talks, they can improve their teaching skills. Unlike rigid academic lectures, TED Talks focus on fresh ideas that capture and hold attention (Romanelli et al., 2014). Traditional lectures can sometimes feel dull and predictable but playing short TED Talk videos in class can re-engage students and spark group discussions. Instead of using slides packed with bullet points, teachers can learn to make just one key point per slide. The storytelling approach in TED Talks shows teachers how to keep students engaged. Additionally, TED Talks encourage teachers to rehearse their lessons beforehand, helping them avoid reading directly from slides (Romanelli et al., 2014).

#### 2.10.8.4. Benefits of TED Talks in Public Speaking

TED speakers are selected for their knack for clear communication (Romanelli et al., 2014). They serve as great role models for students aiming to enhance their public speaking skills. Watching TED Talks can teach students how to capture and maintain an audience's attention (Sugimoto et al., 2013). This helps students become more engaging speakers who can spark interest and curiosity (Romanelli et al., 2014). The TED website offers a wide range of talks on various topics, allowing students to choose presentations that interest them the most. This focused interest helps them pay more attention and improve their public speaking skills more effectively. TED Talks not only spark curiosity but also improve students' attention spans and promote learning (Romanelli et al., 2014). Consequently, students tend to pay more attention in class and achieve higher grades.

TED Talks elevate the standard of public speaking. Speakers who can express their ideas well are often seen as more successful and popular (Sugimoto et al., 2013). This highlights that effective communication skills are crucial for both academic and career success.

However, while TED Talks have many benefits, some authors (Shea, 2014) argue that TED speakers sometimes oversimplify complex ideas for the sake of

convenience and entertainment. Romanelli (2014) noted that this simplification might discourage learners from deeply analyzing information.

Research on TED Talks concludes that they can improve students' public speaking skills, demonstrate how to interact with an audience, raise the standard of public speaking, boost students' learning motivation, encourage personal development, enhance teaching quality, and increase students' attention spans.

### **2.11. Previous studies on barriers to public speaking skills**

Results from previous research indicate several difficulties hinder the positive outcomes of learners in dealing with public speaking skills.

#### ***\*Public speaking anxiety***

Public speaking anxiety is a common issue, especially for students. Schreiber and Hartranft (2017) describe it as a unique type of anxiety involving physical symptoms, negative thoughts, and behavioral reactions during actual or anticipated public speaking events. Liu (2007) studied 547 first-year non-English major students and found that over a third felt anxious when speaking English in class, with more proficient students being less anxious and responding to teachers in English during presentations being the most anxiety-inducing. The main sources of this anxiety were identified as a lack of vocabulary, low English proficiency, and poor memory. However, these findings can't be generalized to all EFL students since the study didn't include English majors or students in their later years. Differing opinions exist on public speaking anxiety: while Chen (2005) suggested it can motivate students to study English harder, Fiadzawoo (2015), Kirkwood, and Melton (2002) argued it can lower self-esteem and lead to poor performance, with students often worrying about being ridiculed by their peers during presentations.

#### ***\*Language factor***

Liu (2007) pointed out that language issues stem from students' incorrect pronunciation, lack of ideas, and limited vocabulary, which hinder their ability to perform well in the target language. Adayleh (2013) echoed this sentiment, noting that the most frustrating aspect of speaking another language is not being able to find



the right words to express oneself. This aligns with Tuyen and Dan's (2021) study on English-majored students at Can Tho University in Vietnam, which found that limited language knowledge was a significant barrier to public speaking. Their research involved 100 second-year English majors (68 females and 32 males) and highlighted that these obstacles might be less pronounced in fourth-year students, who likely have better language skills.

### ***\*Social shyness***

Horwitz (2001) described shyness as an emotion closely tied to the fear of others. This can stem from general personality traits like being quiet, shy, or reserved. In a study by Santos et al. (2022), 264 participants with an average age of 21 were analyzed to understand the link between shyness and public speaking. The study found that shy individuals generally had lower public speaking skills. They also exhibited more vocal symptoms, such as a higher pitch and softer volume when speaking in public. While the study confirmed a connection between shyness and public speaking abilities, it didn't determine how much shyness affects public speaking skills across different groups, like English and non-English major students.

### ***\*Test Anxiety***

Brown (2000) mentions that students often feel test anxiety when they're worried about getting bad results in a public speaking exam. This anxiety can stem from past experiences where they didn't perform well. Tsai & Chang (2013) also noted that high pressure and concerns about test outcomes can increase test anxiety. In some cases, the type of test can influence how anxious a student feels, with public speaking exams being particularly stressful (Liu, 2007). These exams are especially challenging because they cause anxiety both during the test and from the fear of being judged negatively (Tuyen and Dan, 2021). However, Chen (2005) argued that a bit of anxiety from public speaking exams can actually boost students' creativity and help them perform better.

### ***\*Fear of negative evaluation***

Horwitz (2001) explains that this type of anxiety goes beyond just test anxiety. The fear of negative evaluation is closely tied to apprehension because

students often doubt their ability when trying to communicate in a second language. Grieve et al. (2021) found that this fear can prevent students from showing their knowledge and skills. Both Horwitz (2001) and Grieve et al. (2021) concluded that the fear of negative evaluation can limit active learning, as students may be too afraid to ask their teachers questions or interact with their classmates during public speaking lessons.

## **2.12. Conceptual framework**

The conceptual framework starts with the assumption that there are factors that can make the development of public speaking skills difficult for English major students at the University of Phan Thiet. These factors may include, but are not limited to, language factors, fear of making mistakes, anxiety, lack of confidence, and limited practice opportunities.

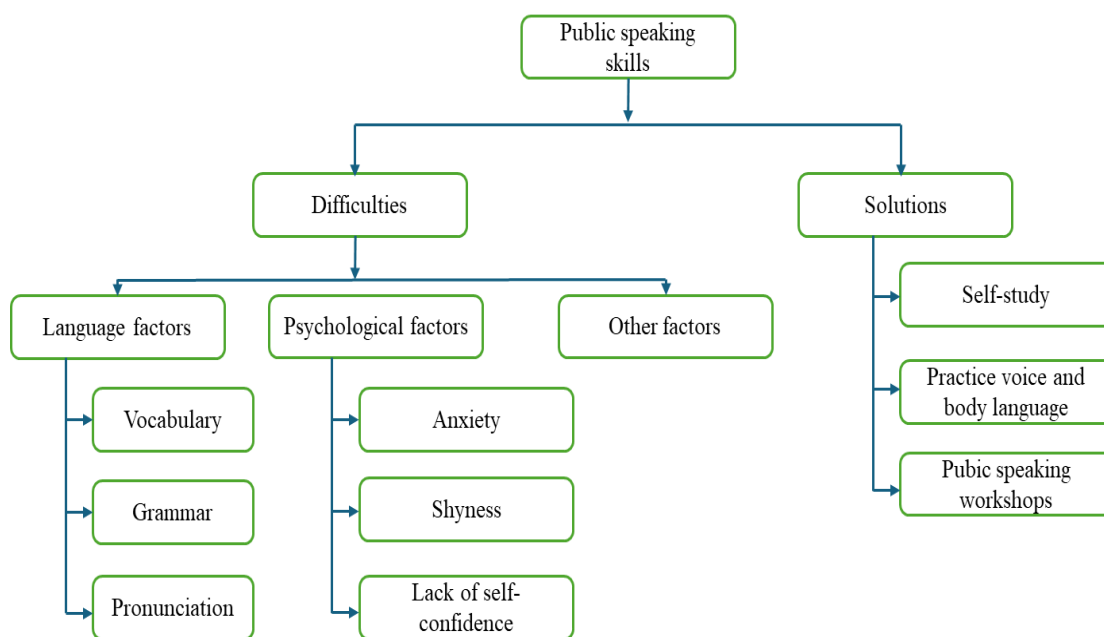
These factors can be influenced by three main categories of variables: institutional factors, instructor factors, and student factors. Institutional factors can include the availability of resources, the supportiveness of the learning environment, and the presence of extracurricular activities that promote public speaking. Instructor factors can cover their teaching methods, feedback quality, experience, and ability to create a supportive classroom atmosphere. Student factors can encompass their motivation, prior experience with public speaking, language proficiency, and personal attitudes towards public speaking.

The ways in which these factors influence the development of public speaking skills can lead to various outcomes or impacts on students' performance. These outcomes can be positive, such as increased confidence, improved communication skills, and better academic performance, or negative, such as heightened anxiety, avoidance of public speaking opportunities, and poor performance.

To address these difficulties, this conceptual framework suggests that there are different solutions that can be implemented at various levels. At the institutional level, solutions can involve providing more resources, such as public speaking workshops,

promoting a culture of support and encouragement, and creating policies that integrate public speaking practice into the curriculum. At the instructor level, solutions can include providing professional development for teachers, offering constructive feedback, and using teaching methods that reduce anxiety and build confidence. At the student level, solutions can involve self-studying, fostering intrinsic motivation, providing ample practice opportunities, and integrating public speaking tasks into regular coursework.

In conclusion, this conceptual framework suggests that the development of public speaking skills for English major students at the University of Phan Thiet can be influenced by various factors and can have positive or negative outcomes. To make public speaking more effective, it is necessary to identify and address the difficulties that arise from these factors and to implement suitable solution.



**Figure 2.12 Conceptual framework**

### 2.13. Chapter summary

This chapter has shown some basic definitions about public speaking, type of public speaking and previous study on difficulties faced during public speaking.

In this chapter, it also gives some good ways to improve public speaking skills include aspects regarding vocal, bodily, audience, outline, and especially improving public speaking skills through TED Talks (Technology, Entertainment and Design Talks). In addition, the previous study and the conceptual framework of the study are presented. The researcher hopes that this chapter will provide enough information about public speaking and also can help students to improve their public speaking skills.

## **CHAPTER 3. METHODOLOGY**

### **3.1. Research site**

This study was conducted at the Faculty of foreign languages in University of Phan Thiet. University of Phan Thiet is the only private university in Binh Thuan province, Vietnam that offers undergraduate and postgraduate training. It is located in the South Central in Vietnam. The university was established on March 25th in 2009. The head office of the University of Phan Thi  t is situated at 706B street, Phu Hai Ward, Phan Thiet City, Binh Thuan Province. The university is equipped with high-quality and modern facilities such as air conditioners, computers, electric fan and projectors in most of classroom for teaching and learning.

In the academic year 2024-2025, the faculty has 388 students which are 126 first year students, 102 second year students and 76 third year students 84 final year student. The program for English majored students have different subjects such as phonetics, semantics, morphology, business English or tourism English. The purpose of this study was to find out some of common difficulties in English public speaking of English major students at University of Phan Thiet. Moreover, this study also aimed to find out some solutions to help English-majored students improve their English public speaking.

### **3.2. Sample and sampling procedures**

A group of 70 English majors at UPT, including 22 males and 48 females, was chosen as the study's participants. The samples were in their third year. They were invited to participate in survey questionnaires. The researcher explained all the important purposes of the research for the students. There are many reasons for picking up these students. Firstly, it is convenient to find the participants. Secondly, it is easy to carry out the survey questionnaires at the campus school. Lastly, the participants are from English language major who has experiences in learning English. They will help the researcher collect the information from different level. The reasons for not choosing the samples from first, sencond and last-years students were that first-year and second-year students in UPT were required to finish three

speaking courses as prerequisites to be eligible for the public speaking course. In addition, students have to pass this subject to enter the fourth year. That is why there were no first-year, second-year and fourth-year students in the study. These research topics were purposely chosen as they were directly related to learning English and experienced speaking to many people ahead of the crowd. They were exposed to and applied many public speaking skills when participating in clubs and communicating with friends, teachers, and everyone around them, so they understood the difficulties and inadequacies of learning public speaking.

### **3.3. Research instrument**

The research instrument which was used in this study was questionnaires. Questionnaires is the most frequently method that used in the research. In the instrument for questionnaires, there are two main parts. The first part is the personal information. The second part concentrates on the main points of the study. The questionnaires instrument helps the researcher collect the data in a fast and convenient way. In addition, the researcher could have more information but it only costs a little time of participants.

#### ***Part A: Personal Information***

Part A includes some questions for personal information of the participants such as gender, English learning years, attitude toward English skills and public speaking skills.

This part helps the researcher have an overview or background information of their participants to collect data.

#### ***Part B: Questionnaires Content***

Part B divided into 2 sections:

Section 1: Common difficulties in English public speaking of English major students at University of Phan Thiet. It has 26 questions in total which includes:

Problems of vocabulary: 4 questions

Problems of grammar: 4 questions

Problems of pronunciation: 4 questions

Confidence challenges: 3 questions

Attention concerns: 3 questions

Pressure from lecturers: 2 questions

Lack of topic knowledge: 2 questions

Subjective matters: 4 questions

The participants will answer these questions by putting a tick ✓ in each item following the scale:

1. Absolutely disagree
2. Disagree
3. Neutral
4. Agree
5. Absolutely agree

Section 2: How to improve public speaking skills. There are totally 8 questions which involving some way for improving English public speaking of English majored students.

The participants will answer these questions by putting a tick ✓ in each item following the scale:

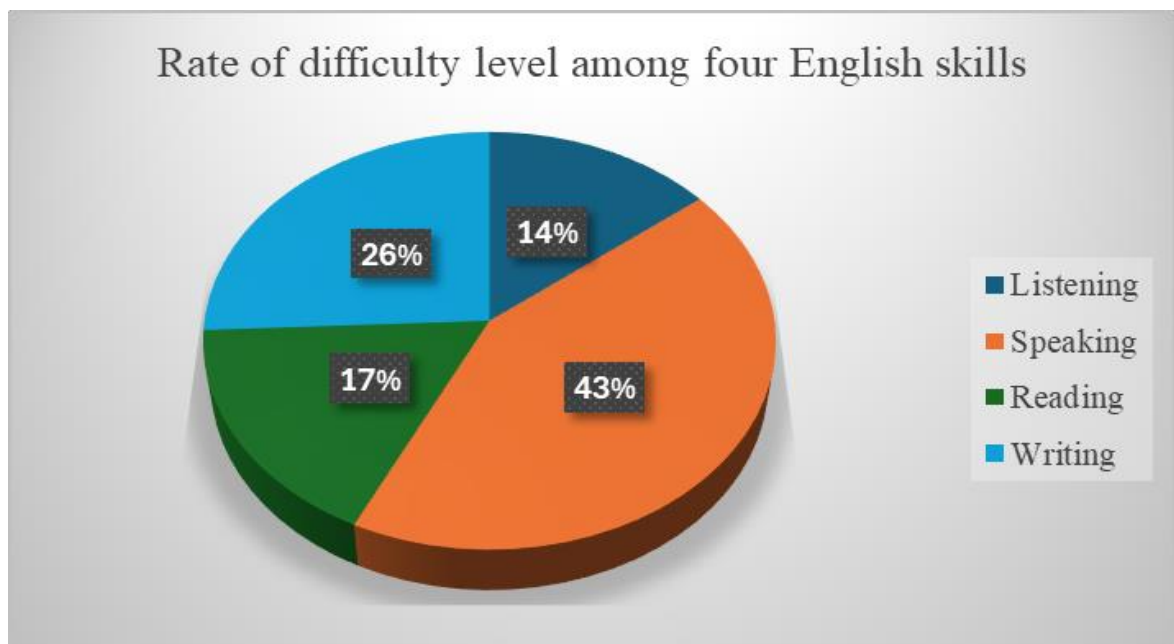
1. Absolutely disagree
2. Disagree
3. Neutral
4. Agree
5. Absolutely agree

Table 3.3.1 showed the general information of the research participants which included gender, total years of studying English. The number of female students (68,6) was over 2 times of the number of male students (31,4%). Finally, the frequency of English learning time above 8 years (80%) counted at the highest place, it means that most students have been learning English for a long time, the number of students that have been learning English under 8 years was 20%.

**Table 3.3.1: Research participants' general information**

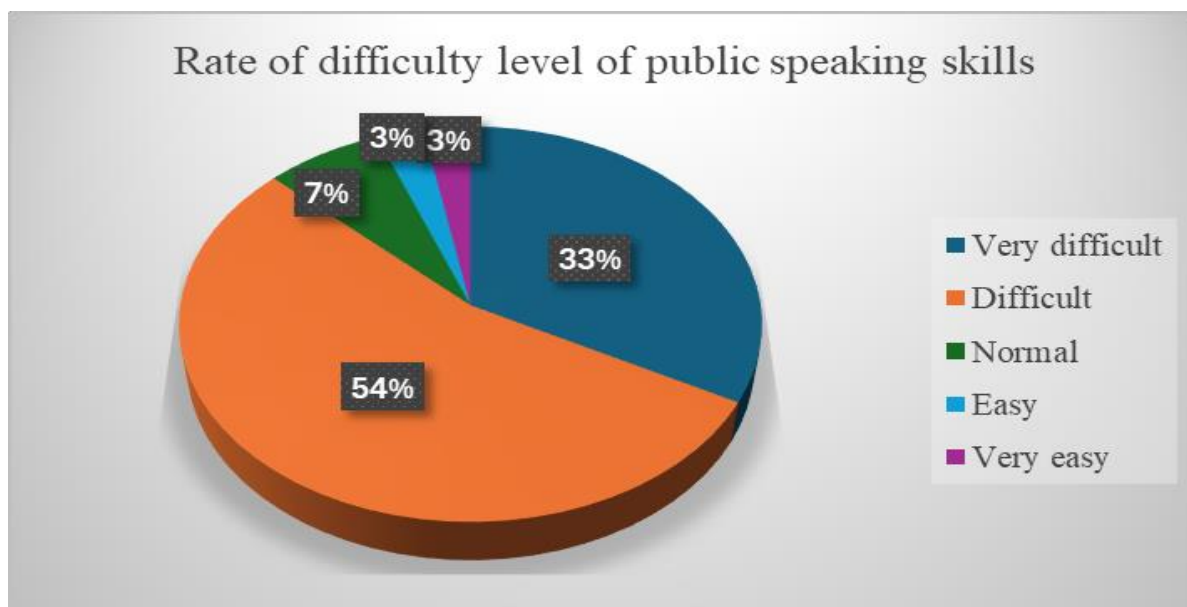
		N=70	
		F	%
Gender	Male	22	31,4
	Female	48	68,6
English learning years	Under 8 years	14	20
	Above 8 years	56	80

The researcher also discovered the students' attitude towards four skills and public speaking skills before gaining insights into specific challenges encountered by the students when dealing with public speaking skills.



**Figure 3.3.1. Rate of difficulty level among four English skills**





***Figure 3.3.2. Rate of difficulty level of public speaking skills***

As shown in figure 3.3.1, the highest proportion of the participants, 43%, reported speaking as the most challenging skill for them, compared to only 26%, 17%, and 14% of those who rated writing, reading, and listening as the most difficult, respectively. This finding was further asserted when most participants rated public speaking very difficult (33%) and difficult (54%) as shown in figure 3.3.2. Meanwhile, only a small percentage of the students indicated public speaking skills were either easy or very easy.

### **3.4. Data collection procedures**

The survey questionnaires will be created into 2 versions: an English version and a Vietnamese version. After giving the questionnaires to the supervisor to adjust and edit completely, the researcher started to conduct the survey questionnaires. Firstly, the researcher needed permission from the Faculty of Foreign Languages and the lecturers of classes which were chosen to conduct the survey. Then, the questionnaires were printed into copies by Vietnamese version and given to the participants. The survey took place at break time and lasted for 10-15 minutes. Before starting the survey, the researcher also introduced and explained the questionnaires' structure clearly. The participants were encouraged to ask the researcher if they had any questions or difficulties.

### **3.5. Data analysis procedures**

The questionnaire's analysis was processed by the software SPSS, which is known as the Statistical Package for the Social Sciences, version 20. The researcher imported the data, checked and eliminated the error notes.

In section I of the questionnaire, the software analyzed the frequency, means and standard deviation of the data in order to see the frequency of public speaking difficulties of English-majored students at University of Phan Thiet. The five-point Likert-scale according to Rensis Likert (1970) from absolutely disagree to absolutely agree interpreted in terms of Mean (M) score as follows:

M=1.00 – 1.80: Absolutely disagree

M= 1.81 – 2.60: Disagree

M= 2.61 – 3.40: Neutral

M= 3.41 – 4.20: Agree

M= 4.21 – 5.00: Absolutely agree

Lastly, in section II of the questionnaire, the software analyzed the data in order to see the students' opinion of some ways to improve public speaking skills. The five-point Likert-scale according to Rensis Likert (1970) from absolutely disagree to absolutely agree interpreted in terms of Mean (M) score as follows:

M=1.00 – 1.80: Absolutely disagree

M= 1.81 – 2.60: Disagree

M= 2.61 – 3.40: Neutral

M= 3.41 – 4.20: Agree

M= 4.21 – 5.00: Absolutely agree

### **3.6. Validity and reliability**

The researcher gave all the scripts to a professional instructor to consider the validity and approve it. In addition, the data was analyzed using Cronbach's alpha in SPSS to consolidate the reliability. According to Taber (2017), Cronbach's alpha is reliable when its value is from 0.84 – 0.90. Table 3.6 indicated the reliability of questionnaire because the Cronbach's alpha was 0.857.

**Table 3.6: Reliability of questionnaire**

<b>Cronbach's Alpha</b>	<b>N of Items</b>
.857	34

### **3.7. Ethical consideration**

There were some ethical considerations were addressed in this study:

1. The researcher announced to the Faculty of Foreign Languages to have their permission to conduct the survey.
2. The researcher asked permission of the lecturers of classes before doing the survey.
3. The researcher insured to keep all the information of participants secretly and saved the data carefully.

### **3.8. Chapter summary**

In this chapter 3, it presented the methodology which used to conduct the research. Firstly, it presented the research sites and samples. Secondly, the research instruments which included questionnaires were the main instruments in this study. The researcher also presented data collection and analysis procedures in the next part. Finally, validity, reliability and ethical consideration were presented in the final part of the chapter.

## CHAPTER 4. RESULT AND DISCUSSION

### 4.1. Result

The present section reports the information involving all the results of survey questionnaires. The data consequences which were collected from 70 participants of third-year English major students at University of Phan Thiet did have only some differences.

#### *4.1.1. Common difficulties in English public speaking skills of English major students*

##### 4.1.1.1. Problems of vocabulary

Table 4.1.1.1 illustrates the overall mean score of problems of vocabulary from English major students. In case of awkward situations regarding vocabulary, more than half of the students chose “often” and the rest choose “sometimes”. That means the element of difficulty in vocabulary was quite challenging to influence the quality of English public speaking skills improvement at University of Phan Thiet. Particularly, the factor of confusing the word meanings (PV3) was the most serious problem with the highest score of PV3 at  $M=3.60$  ( $SD=.702$ ). The next factor was using words for inappropriate situation (EV4) was also a serious error and second only the PV3 with the score of PV4 at  $M=3.51$  ( $SD=.640$ ). Regarding the remaining two problems of do not have enough vocabulary (PV1) and confusing adverb with adjective: well-good (PV2) were mostly the same with the score of PV1 at  $M=3.20$  ( $SD=.652$ ) and the score of PV2 at  $M=3.30$  ( $SD=.550$ ). That means these two issues were not too affected to improve public speaking skills.

**Table 4.1.1.1. Problems of vocabulary**

<b>Problems of vocabulary</b>	<b>N=70</b>	
	<b>M</b>	<b>SD</b>
<b>PV1</b> , do not have enough vocabulary.	3.20	.652
<b>PV2</b> , confuse adverb with adjective: well-good.	3.30	.550
<b>PV3</b> , confuse the word meanings.	3.60	.702
<b>PV4</b> , use words for inappropriate situation.	3.51	.640

*Note: M: Mean; SD: Standard Deviation*

#### 4.1.1.2. Problems of grammar

According to the statistics in table 4.1.1.2, we can see that the majority of students considered grammar not a big problem affecting public speaking skills. Specifically, the four errors about grammar including forgetting Verb + ‘-ed’ when using past tense (PG1), omitting ‘-s’, ‘-es ’ when using verbs for third person singular pronouns (he/she/it) (PG2), and speaking without any grammatical structures (PG4) were quite similar in the score with the scores of PG1 at M=3.00 (SD=.633), PG4 at M=3.11 (SD=.584), PG2 at M=3.12 (SD=.592) respectively and the score of PG3 at M=2.84 (SD=.680) was the lowest. From these data, it is shown that students only made occasional grammar mistakes when speaking, so grammar was not a serious problem involving public speaking skills.

**Table 4.1.1.2. Problems of grammar**

<b>Problems of grammar</b>	<b>N=70</b>	
	<b>M</b>	<b>SD</b>
<b>PG1</b> , forget Verb + ‘-ed’ when using past tense.	3.00	.633
<b>PG2</b> , omit ‘-s’, ‘-es ’ when using verbs for third person singular pronouns (he/she/it).	3.12	.592
<b>PG3</b> , lack of auxiliary verbs (do/does/did,...) in Wh-questions .	2.84	.680
<b>PG4</b> , speak without any grammatical structures.	3.11	.584

*Note: M: Mean; SD: Standard Deviation*

#### 4.1.1.3. Problem of pronunciation

The numbers following table 4.1.1.3 clarify the common errors of pronunciation of English major students during their time of learning English public speaking skills. It can be said that there was a significant number of students who felt confused with problems of pronunciation when speaking.

According to the numbers of table 4.1.1.3, it can be inferred that most of the students had problems with lack of intonation in answers/questions (PP3) with the highest score of PP3 at  $M=3.83$  ( $SD=.614$ ).

The other two errors were adding ‘-s’ at the end of each word (PP4) and the lack of final consonant sounds (PP2) such as /z/, /s/, /t/, /v/, /ks/, /dʒ/... were also quite serious errors with roughly the same number of scores of PP4 at  $M=3.72$  ( $SD=.514$ ) and PP2 at  $M=3.69$  ( $SD=.578$ ).

Regarding pronouncing the word stress incorrectly which leads to communication difficulties (PP1) with the score of PP1 at  $M=3.02$  ( $SD=.552$ ), we can infer that students sometimes made this mistake. Maybe stress was not a really crucial error of English major students at University of Phan Thiet.

**Table 4.1.1.3. Problems of pronunciation**

<b>Problems of pronunciation</b>	<b>N=70</b>	
	<b>M</b>	<b>SD</b>
<b>PP1</b> , pronounce word stress incorrectly which leads to communication difficulties.	3.02	.552
<b>PP2</b> , lack of final consonant sounds.	3.69	.578
<b>PP3</b> , lack of intonation in answers/questions.	3.83	.614
<b>PP4</b> , add ‘-s’ at the end of each word.	3.72	.514

*Note: M: Mean; SD: Standard Deviation*

#### 4.1.1.4. Confidence concerns

**Table 4.1.1.4. Confidence challenges**

Confidence challenges	N=70	
	M	SD
CC1, Lack of confidence when speaking in front of teachers and friends	3.70	.962
CC2, Fear of not speaking well enough	3.60	.960
CC3, Fear of being judged	3.87	.747

*Note: M: Mean; SD: Standard Deviation*

Table 4.1.1.4 shows challenges related to confidence concerns when the students were dealing with public speaking skills. Overall, most of the participants agreed with all the comments about the lack of confidence mentioned in the survey questionnaire. Lack of confidence when presenting in front of class and lecturers got the highest mean score of CC1 at M=3.70 (SD=.962). This result indicated that they lost confidence when giving presentations. This is also a situation that needs to be overcome urgently so that the students can be more confident in studying and working while speaking English in front of a crowd. Furthermore, fear of not speaking well and fear of being judged when speaking also received strong agreement among the students, with an average score of CC2 at M=3.60 (SD=.962) and CC3 at M=3.87 (SD=.747), respectively.

#### 4.1.1.5. Attention concerns

Table 4.1.1.5 below highlights the anxiety students feel about being the center of attention when speaking in front of a crowd. Most participants agreed with the comments about attention anxiety mentioned in the survey questionnaire. When it comes to public speaking skills, students who worried and forgot things they had

studied earlier scored the highest, with AC1 at  $M= 4.22$  ( $SD=.739$ ). This result is significant, as many students commonly experience this when speaking in front of a crowd. Additionally, students who felt nervous when they realized they were the focus of attention had an average score of AC3 at  $M=4.07$  ( $SD=.710$ ). On the other hand, the percentage of students who worried about their awkward body language was the lowest, with a mean score of AC2 at  $M=3.92$  ( $SD=.645$ ).

**Table 4.1.1.5 Attention concerns**

<b>Fear of being the center of attention</b>	<b>N=70</b>	
	<b>M</b>	<b>SD</b>
<b>AC1</b> , Get nervous and forget things I know	4.22	.739
<b>AC2</b> , Display poor body language when presenting	3.92	.645
<b>AC3</b> , Get nervous when being the focus of attention	4.07	.710

*Note: M: Mean; SD: Standard Deviation*

#### 4.1.1.6. Pressure from instructors

**Table 4.1.1.6 Pressure from instructors**

<b>Pressure from instructors</b>	<b>N=70</b>	
	<b>M</b>	<b>SD</b>
<b>PI1</b> , Get a pounding heart when teachers call my name	3.52	.930
<b>PI2</b> , Not knowing how to answer teachers' questions	3.52	.833

*Note: M: Mean; SD: Standard Deviation*

Table 4.1.1.6 shows the difficulties students face due to pressure from their instructors. The results show that students also feel significant pressure from their lecturers. Most students reported feeling their hearts pound when their teachers called their names or when they didn't know how to answer their teacher's questions, with an average score of PI1 and PI2 at  $M=3.52$  each.



#### 4.1.1.7. Lack of topic knowledge

**Table 4.1.1.7 Lack of topic knowledge**

<b>Lack of topic knowledge</b>	<b>N=70</b>	
	<b>M</b>	<b>SD</b>
<b>LK1</b> , Have limited knowledge about presented topics	3.70	.850
<b>LK2</b> , Be not well-prepared to respond promptly to inquiries from listeners.	3.50	.997

*Note: M: Mean; SD: Standard Deviation*

The results of Table 4.1.1.7 show the lack of knowledge students feel when discussing topics in front of a crowd. Most participants agreed with the survey comments about their limited understanding of the topics. Students who believed they had limited knowledge about the presented topics scored the highest, with LK1 at M=3.70 (SD=.850). This result indicates that students need to study more to feel confident when speaking in front of a crowd. Meanwhile, the situation where students needed to prepare better to answer audience inquiries promptly had a slightly lower score of LK2 at M=3.50 (SD=.997).

#### 4.1.1.8. Subjective matters

Table 4.1.1.8 below shows students' subjective concerns when dealing with public speaking skills. This category received the lowest rate of agreement among the students. The highest response was related to a lack of motivation when learning, with an average score of SM3 at M=3.63 (SD=.863). The second most common concern was not being active in class activities, with an average score of SM2 at M=3.27 (SD=.989). Meanwhile, students who felt they needed to be more serious about learning public speaking skills scored SM4 at M=3.58 (SD=1.033), and those who spent less time improving their speaking skills scored SM1 at M=3.15 (SD=1.147).

**Table 4.1.1.8. Subjective matters**

<b>Subjective matters</b>	<b>N=70</b>	
	<b>M</b>	<b>SD</b>
<b>SM1</b> , Not spend much time enhancing public speaking skills	3.15	1.147
<b>SM2</b> , Not being active in class activities	3.27	.989
<b>SM3</b> , Lack of motivation when learning public speaking skills	3.63	.863
<b>SM4</b> , Lack of seriousness when learning public speaking skills	3.58	1.033

*Note: M: Mean; SD: Standard Deviation*

#### ***4.1.2. How to improve public speaking skills***

How to improve English public speaking skills has raised a difficult question for us. Until now, many researchers found other ways as well as methods which could help learn English best. Table 4.1.2 below will suggest students ways to improve public speaking skills.

**Table 4.1.2. Ways to improve public speaking skills**

<b>Ways to improve public speaking skills</b>	<b>N=70</b>
---	-------------

	<b>M</b>	<b>SD</b>
<b>SO1</b> , practice voice and body language.	4.08	.485
<b>SO2</b> , take a public speaking class.	3.91	.612
<b>SO3</b> , learn more vocabulary.	4.54	.601
<b>SO4</b> , practice public speaking with my friends.	4.11	.631
<b>SO5</b> , study from great public speakers	4.15	.578
<b>SO6</b> , learn public speaking skills through TED Talks (Technology, Entertainment and Design Talks)	3.84	.708
<b>SO7</b> , analyze the audience before speaking.	3.85	.719
<b>SO8</b> , read as many documents related to the topic as possible.	3.96	.704

*Note: M: Mean; SD: Standard Deviation*

The table shows that most students absolutely agreed with learning more vocabulary (SO3) with the highest score of SO3 at M=4.54 (SD=.601). It seems to be that learning more vocabulary can bring many benefits for them, not only for public speaking skills but also for many other English skills.

Students also agreed with the three next solutions, including studying from great public speakers (SO5), practicing public speaking with friends (SO4) and practicing voice and body language (SO1). These solutions have approximately the same scores with the score of SO5 at M=4.15 (SD=.578), SO4 at M=4.11 (SD=.631), and SO1 at M=4.08 (SD=.485). From these statistics, we can see that many students liked to learn from great public speakers because good public speakers could inspire them, driving students to learn faster and better. Besides, practicing voice and body language and practicing public speaking with friends were also important steps. These ways can help them to improve confidence when they speak in public.

The two other solutions include reading as many documents related to the topic as possible (SO8) and taking a public speaking class (SO2) with the score of SO8 at M=3.96 (SD=.704) was almost the same score with the score of SO2 at M=3.91 (SD=.612). These two ways are highly rated and agreed by many students as well.

In addition, analyzing the audience before speaking (SO7) was a significant step that many students agreed with. The score of SO7 at M=3.85 (SD=.719) was also

a high score. This step helps students to know who they are going to talk to, thereby reducing the stress and embarrassment of speaking.

Lastly, learning public speaking skills through TED Talks (Technology, Entertainment and Design Talks) (SO6), students also agreed with this solution but it was the solution that had the lowest score with the score of SO6 at  $M=3.84$  ( $SD=.708$ ). Maybe this solution is quite strange for students, but it is a good way to improve public speaking skills.

To sum up, in table 4.1.3, I have just given some ways to learn English public speaking effectively. I hope that through this table, students can understand more about learning public speaking methods and I especially expect they will apply in their studying process.

## **4.2. Discussion**

### ***4.2.1. Common difficulties in English public speaking skills of English major students***

First and foremost, the findings with public speaking issues in this research were completely comparable to the identification in the previous studies. Public speaking difficulties are always a big deal. There were dozens of hindrances that English major students could not avoid throughout the path of conquering public speaking. A variety of those obstacles existed under multiple types. The truth is that an English learner can save himself or herself from the attack of one trouble, but hardly ever evade all the predicaments of public speaking. Some popular impediments of public speaking confronted by English major students include problems of vocabulary, grammar, pronunciation, confidence concerns, attention concerns, pressure from instructors, lack of topic knowledge and subjective matters.

#### **4.2.1.1. Problems of vocabulary**

According to the dictionary of Good (1959:143), vocabulary is: (a) The content and function words of language, which are learned so thoroughly that they

become a part of a child's understanding, speaking, and writing vocabulary, (b) The words having meaning when heard or seen even though produced by individual himself to communicate with other. To put it simply, vocabulary is a total number of words which are used to communicate on all sides of human relation or vocabulary is the word which meaning and function words of language. The researcher gave four common problems about vocabulary that affected the improvement of public speaking skills, including not having enough vocabulary, confusing adverbs with adjectives: "well-good", confusing the word meanings, and using words for inappropriate situations. These problems were not only difficult for English major students but also for all English learners. Most of the students often confused the word meanings and use words for inappropriate situation. In English, a vocabulary can have a lot of meanings, such as the word "bat". When it is a noun, it can be "a specially shaped piece of wood used for hitting the ball in some games like cricket, baseball..." or it can be "a small animal like a mouse with wings that flies at night", when it is a verb, it means "to use a bat to hit the ball, especially in baseball". Therefore, it is very hard for students to remember the entire meaning of words and use them appropriately. Regarding not having enough vocabulary and confusing adverbs with adjectives such as "well-good", students reported that they sometimes made these mistakes. We can infer that these mistakes did not really influence the learning of public speaking skills of English major students at university of Phan Thiet.

#### 4.2.1.2. Problems of grammar

According to Thornbury, grammar is not only the study of what forms (sounds, words, sentences, texts) are possible in a language, but also the study of the meanings these forms convey (1999, 1, 3). Vietnamese students often encounter similar grammatical errors. There are many reasons that can explain this common situation, such as insufficient practice, inadequate use of language, etc. One of which is important to mention is the difference in grammar between English and Vietnamese. English has twelve tenses. While in Vietnamese, the concept of

conjugation does not exist. Listeners understand the timeline being mentioned through the context rather than the grammar of the verb. It is this difference plus the inevitable translation from one's mother tongue to a second language that leads to these common mistakes. There were four common grammar problems given by the researcher including forgetting Verb + ‘-ed’ when using past tense, omitting ‘-s’, ‘-es’ when using verbs for third person singular pronouns (he/she/it), lacking of auxiliary verbs (do/does/did,...) in wh-questions, and speaking without any grammatical structures. Almost all English major students at university of Phan Thiet sometimes made those errors. It can be said that these grammar mistakes did not affect the improvement of public speaking skills. We can infer that students’ grammar studies at university of Phan Thiet are quite good.

#### 4.2.1.3. Problems of pronunciation

The problems of pronunciation are also the most serious problem that students often face. According to Hornby (1995), pronunciation is the way in which a word is spoken, the way a word is pronounced, the way a person speaks the words of a language. Pronunciation is truly important in English speaking activity since it can greatly influence the meaning of utterances. If someone makes an error in pronouncing some words in a sentence, it can disturb the communication, even it can be one of the factors which can lead to the conversation breakdown. Researcher has given four problems of pronunciation consisting of pronouncing word stress incorrectly which leads to communication difficulties, adding ‘-s’ at the end of each word, lacking intonation in answers/questions, and lacking of final consonant sounds such as /z/, /s/, /t/, /v/.... Most of students often lacked intonation in answers/questions. Intonation is a matter of pitch or voice changes in speech. It can be the most difficult problem for Vietnamese students because Vietnamese is a tonal language, specifically the tonal system of Vietnamese includes six tones: “ngang, sắc, huyền, hỏi, ngã, nặng”. Therefore, in Vietnamese, speakers almost do not pay attention to the intonation of the whole sentence because each word in Vietnamese has its own tone. In contrast, English is a non-tonal language. So, when speaking, the

speaker focuses on emphasizing the stress and intonation of the whole sentence. The two other mistakes that students admitted that they often made were lacking of final consonant sounds and adding ‘-s’ at the end of each word. Vietnamese students often tend to subconsciously add the /s/ sound to a sentence with the thought that it will sound better and "Western", but adding such bluff is often counterproductive, making the sentence sound confused and wrong. While there are places where /s/ is needed, such as possessive or /s/ in plural nouns, it is omitted and ignored. Also, students usually forget to pronounce the final sounds due to the habit of speaking Vietnamese without final sounds. When speaking, they often skip the pronunciation of the final sound of words. And the harm caused by this error is that listeners will always misunderstand their intentions. About pronouncing word stress incorrectly which leads to communication difficulties. Although this is a mistake that students often make, for English major students at university of Phan Thiet, they only made it occasionally. It shows that stress is not a big problem for English major students’ learning public speaking skills at university of Phan Thiet.

#### 4.2.1.4. Confidence concerns

The results from the study also indicated that confidence challenges were also noticeable among the students because confidence challenges discouraged students from actively presenting in front of their teachers and friends. This could be explained by the fact that students thought their speeches could be judged negatively by the audience (Tuyen & Dan, 2021). Seriously, students were also worried about being asked unexpected questions or to present promptly. The situation could be worse if the students did not have a decent knowledge of the topic they were talking about. In fact, to speak confidently and fluently, students need a lot of practice in standing in front of a crowd to develop confidence. According to Liu (2007), to avoid the phenomenon of timidity or lack of confidence when speaking in public, students need to stay calm and take deep breaths to be more comfortable while speaking. In addition, to make the atmosphere more natural, students should interact with the audience to create a more friendly and fun

atmosphere. More importantly, for a successful presentation, students must be well-prepared and rehearse many times beforehand. It can reduce anxiety when they are speaking in public. Speaking is a skill that requires hard work, and it can develop over time with proper practice.

#### 4.2.1.5. Attention concerns

The result on “Attention Concerns” highlights several key behaviors associated with the fear of being the center of attention. These behaviors include getting nervous and forgetting things, displaying poor body language when presenting, and feeling nervous when being the focus of attention. The results indicated that these concerns are quite prevalent among individuals. For instance, many people experience significant nervousness that leads to forgetfulness when they are the center of attention. This nervousness can be attributed to the fear of being judged negatively by others, which can hinder their ability to recall information they already know. Another common issue is the display of poor body language during presentations. This behavior suggests that individuals often struggle with maintaining confident and effective body language, which can further exacerbate their anxiety. Poor body language can be perceived as a lack of confidence, making it more challenging for individuals to engage their audience effectively. Additionally, the fear of being the focus of attention is a significant concern. Many individuals feel nervous when all eyes are on them, which can impact their overall performance. This fear can be particularly pronounced when individuals are unprepared or lack confidence in their knowledge of the topic they are presenting.

#### 4.2.1.6. Pressure from instructors

The results from the study also indicated that pressure from lecturers was noticeable among the students because it discouraged them from actively participating in class. This could be explained by the fact that students experienced significant anxiety when called upon by their teachers or when they were unsure of how to answer questions. This result shows that many students experience a physical stress response, such as a pounding heart, when their name is called by a teacher. This



anxiety can be attributed to the fear of making mistakes or being judged negatively by their peers and instructors (Tuyen & Dan, 2021). Students often worry about being put on the spot and not knowing how to respond, which can exacerbate their anxiety. Similarly, the fear of not knowing how to answer teachers' questions is a significant source of anxiety for students. This fear can be particularly intense if students feel unprepared or lack confidence in their knowledge of the subject matter. The situation can be worse if students are asked unexpected questions or required to present promptly.

#### 4.2.1.7. Lack of topic knowledge

Lack of topic knowledge is also a problem that students need to be concerned about. When students face the challenge of having limited knowledge about their presented topics, it often leads to a lack of confidence and anxiety, which can negatively impact their delivery. Their presentations may lack depth and fail to engage the audience, as they might only cover surface-level information without providing valuable insights. Additionally, this limited understanding makes it difficult for them to handle questions from the audience, further undermining their credibility. On the other hand, not being well-prepared to respond promptly to inquiries from listeners can increase anxiety and cause awkward pauses during the presentation. This inability to answer questions effectively can make the speaker appear less knowledgeable, even if they are well-versed in the topic, leading to a perceived lack of expertise. Both issues highlight the importance of thorough preparation and a deep understanding of the subject matter in public speaking.

#### 4.2.1.8. Subjective matters

Subjective difficulties have the lowest agreement among the surveyed samples. When students do not spend much time enhancing their public speaking skills, it often results in a lack of progress and improvement. Public speaking, like any other skill, requires consistent practice and effort. Without dedicating time to practice, students may find themselves stuck at a basic level, unable to advance their abilities. Additionally, not being active in class activities can hinder the development

of public speaking skills. Participation in class discussions and activities provides valuable opportunities to practice speaking in front of others, receive feedback, and build confidence. A lack of motivation when learning public speaking skills can also be a significant barrier. Without a strong desire to improve, students may not put in the necessary effort to practice and refine their skills. This lack of motivation can stem from various factors, such as fear of public speaking, past negative experiences, or simply not seeing the value in developing these skills. Lastly, a lack of seriousness when learning public speaking skills can lead to a superficial approach to practice and preparation. Students who do not take the process seriously may not fully engage in exercises, fail to prepare adequately for presentations, and miss out on opportunities to learn and grow.

#### ***4.2.2. How to improve public speaking skills***

Improving public speaking skills is always a big question, there are many researchers who have come up with different ways to improve this skill, and me too, I have found eight suitable solutions for improving public speaking skills which most of the students agreed include the solutions below:

- Practicing voice and body language

- Taking a public speaking class

- Learning more vocabulary

- Practicing public speaking with friends

- Studying from great public speakers

- Learning public speaking skills through TED Talks (Technology, Entertainment and Design Talks)

- Analyzing the audience before speaking

- Reading as many documents related to the topic as possible

The solution that almost all students absolutely agreed on was learning more vocabulary. This is a good way to improve public speaking skills because increasing the vocabulary will enable students to speak on a wide variety of topics. Trying and learning new words is useful in many contexts. Learning more vocabulary not only

helps to improve public speaking skills but also helps to improve most other skills in English. Moreover, it also helps students to be more confident in communication.

Many students agreed with the next two solutions, including practicing public speaking with friends and studying from great public speakers. Their friends are their closest audience, so practicing with friends makes them feel comfortable, thereby helping to build confidence as well as improve public speaking. More than that, they will give their opinion, give them advice to help them correct their mistakes and improve them in the best way. The next solution was studying from great public speakers. Great public speakers are good examples for students to follow. They are successful people who have the ability to inspire others. Tracee Ellis Ross is an example of a great public speaker. Tracee is an American actress, dynamic speaker and Golden Globe winner for her role in *Blackish*. Her background in acting has provided her with tremendous vocal variance and a riveting (plus hilarious) personality that comes through in her words. Learning from great public speakers will help students partly learn good qualities from them, thereby improving their public speaking skills.

Practicing voice and body language was also a solution that most of the students agreed on. Voice and body language are two important factors for the success of students' speech. The most important step in practicing a loud, clear voice is to control the speed of students' speech. When they slow down, their voice becomes stronger and more authoritative – giving their listeners a chance to absorb and think more carefully about what they are saying. A voice that exudes confidence gives words more “weight”. If students pay attention, they will see that professional speakers often speak slowly, pronounce clearly and confidently when presenting themselves in front of a crowd. Speaking too fast will increase students' pitch, resulting in a low-pitched, high-pitched sound that's more "childish". As a result, listeners will tend to underestimate the importance/value of what students share. The next crucial factor is body language. Mastering body language shows confidence, initiative as well as flexibility in speaking. It also helps students easily convey knowledge and create excitement for their audience.

The remaining four solutions were also agreed by numerous students include taking a public speaking class, reading as many documents related to the topic as possible, analyzing the audience before speaking and learning public speaking skills through TED Talks (Technology, Entertainment and Design Talks). Talking about the first solution was to take a public speaking class. Participating in a public speaking class gives students the opportunities to practice, improve their knowledge, and helps to enhance their public speaking ability. At University of Phan Thiet, there was also an active English club, which was also considered as a suitable place to study and practice public speaking skills for students, not only for English major students but also for all other students. The next way was to read as many documents related to the topic as possible. This solution helps students to learn more about the topic they are going to talk about, avoiding digression and misleading the audience. Students should research their topic through reliable websites, books, newspapers and magazines, not access unknown sources. Some suggestions for reliable websites: Google Scholar (For those who are looking for scholarly material such as books, reviews, commentaries, theses, theses, etc.), ResearchGate (sharing the academic knowledge of scientists from many different countries around the world), Bookboon (treasure of textbooks in English completely free for teachers, students). Another solution that was also useful for improving public speaking skills was to analyze the audience before speaking. This solution helps students to know who they are going to talk to, what their audience personality is, their age, gender, their understanding of the topic students are going to talk about. Thereby, it helps students to express your speech more easily, become more attractive and more successful. The last solution was also a fairly new solution that many students agreed was learning public speaking skills through TED Talks (Technology, Entertainment and Design Talks). TED is a mass media organization that publishes inspirational speeches. Many researchers state that the TED Talks play an important role in improving students' public speaking skills. Jonathan (2015), state that TED talks can help student's university improve public speaking more effectively. The key is to focus on one area, such as storytelling, body language, humors, and structure. Other studies also indicate that

the TED Talks is important to apply in teaching learning process especially in public speaking. Zhang (2015), states that TED English Public Speaking Course pattern has worked effectively in improving students' language learning. The same result is also support by Hall (2007). In his research he found that TED talks had improved, this increased percentage of students who perceived their presentation skills having improved can be attributing to the use of TED Talks in teaching-learning motivation. In short, TED Talks bring a lot of benefits for improving public speaking skills for English major students at University of Phan Thiet that we cannot deny.

## **CHAPTER 5. CONCLUSION AND SUGGESTION**

### **5.1. Overview of the chapter**

This chapter presents the conclusions from the data analysis and discussions of the research findings. Next, the suggestion for English major students, lecturers and university in public speaking skills are presented. Moreover, some limitations of the study are figured out. Finally, recommendations for further research are taken.

### **5.2. Conclusion**

This section summarizes the main conclusions of the study in terms of the research questions. This study has indicated that English major students have some common difficulties in English public speaking which related to vocabulary, grammar, pronunciation, confidence concerns, attention concerns, pressure from instructors, lack of knowledge topic and subjective matters. In vocabulary, English major students have difficulty on words meanings. Particularly, they often confused the words meanings, used words in inappropriate situations and confuse adverbs with adjective sometimes. In grammatical problems in speaking English, most of students tend to speak English without any grammatical structures. Sometimes, they omitted ‘-s’, ‘-es’ when using verbs for third person singular pronouns (he/she/it) and forgot Verb + ‘-ed’ when using past tense. In pronunciation, the most frequency issues of English major students are lacking intonation and add ‘-s’ at the end of each word. Especially, they admitted that the final consonant sounds are skipped in some chances. Regarding confidence concerns, most students fear of being judged and not speaking well enough, they also lack confidence when speaking in front of the crowd. English-major students also fear of being the center of attention, they may get nervous and forget things to say easily, they can also display poor body language when presenting. Another difficulty is that pressure from instructors, students often get a pounding heart when teachers call their name, and they are also scared of not knowing how to answer teachers’ questions. Moreover, lack of topic knowledge is also a problem that students often face. They are not well-prepared and have limited knowledge about presented topics so they cannot respond promptly to inquiries from

listeners. The last difficulty is related to subjective matters, English-major students admitted that they were not active in class activities and did not spend much time in practicing public speaking. Additionally, they lack of motivation and seriousness when learning public speaking skills. These English public speaking difficulties were appeared in English major students and there were some solutions for these problems which were given. Most of the students absolutely agreed that learning more vocabulary is the best solution. In addition, practicing public speaking with friends, studying from great public speaker and practicing voice and body language are also good ways to improve public speaking skills. Moreover, learning public speaking skills through TED Talks is a novel solution that brings many benefits for improving public speaking skills that many students cannot deny. In summary, these solutions have all been researched and surveyed, they all bring certain benefits for improving public speaking skills.

### **5.3. Suggestion**

The result of the research has shed a light on some suggestion for English major students, English lecturers and for University of Phan Thiet as follows:

*For English major students:*

Firstly, English majors really need to focus on practicing public speaking during their time at school. It's a great idea to practice with classmates because it can help sharpen their skills and reactions. Working together in these settings is one of the most effective ways to get better at speaking in front of an audience. Additionally, getting involved in public speaking activities in class is crucial. These activities provide a chance to collaborate with friends and lecturers who can give immediate feedback and help correct mistakes on the spot.

Secondly, students should self-study at home. The time spent studying at school is not enough to become proficient public speakers. Students should dive into YouTube videos about pronunciation, vocabulary, and grammar to expand their knowledge. Especially focus on building vocabulary, as it's the foundation of learning English. Here are some effective tips for students to boost their vocabulary:

**Read anything and everything.** Whether it's a novel, a magazine, or even product labels, students should immerse themselves in written words. The more exposure to words, the more will be picked up. Don't skip unfamiliar words—students should look them up and note them down.

**Write down new words.** Jotting down new words with their meanings helps reinforce them in memory. Keeping a diary of these words makes them easy to review.

**Practice vocally.** Use a "word of the day" and try to incorporate it into conversations throughout the day. This practice helps students learn to use new words in context.

**Visual aids.** Write words on sticky notes and place them on items around the house. Associating words with objects helps with retention.

**Play word games.** Engage in online word games and look up new words encountered. Games like Scrabble can be both fun and educational.

**Regular usage.** Use new words frequently to avoid forgetting them. Writing articles or starting a blog can be great ways to incorporate new vocabulary.

**Correspond with an English pen friend.** Talking with native speakers is one of the best ways for students to gain confidence in any language.

In addition, practicing body language is essential for students. In situations where vocabulary might slip or the listener doesn't grasp the intended message, body language becomes a pivotal tool for communication. It's not only about expressing oneself but also about drawing the listener's attention and engaging them effectively. Here are some in-depth tips to enhance body language:

**Eye Contact:** Strong eye contact can be built through consistent practice in everyday interactions. Students shouldn't wait for high-stakes moments to start practicing eye contact. Instead, it should become a natural habit cultivated in daily conversations. Maintaining eye contact makes students appear more confident and attentive, especially in important situations where body language significantly impacts the perception of their speech. Practicing eye contact while both listening



and speaking can help students become more comfortable and natural in their presentations.

**Facial Expressions:** The face is a crucial element in communication. It's not just about conveying emotions and feelings, but also about regulating and directing interactions. Effective facial expressions can encourage engagement or signal disinterest. Students should aim to strike a balance—overly expressive facial movements can diminish credibility, particularly when aiming to project authority. For instance, in presentations where students need to appear in control and composed, minimizing unnecessary facial movements can help in projecting a calm and authoritative presence. This is especially important in settings with a predominantly male audience, where appearing contained and powerful can make a significant impact.

**Gestures:** Natural and relevant gestures can enhance the effectiveness of communication. When students speak, their gestures should naturally accompany their words, reinforcing their points and making their message more compelling. Gestures can help maintain the audience's attention and make the delivery more dynamic. For instance, using hand movements to emphasize key points can make the speech more memorable and engaging. The key is to ensure that these gestures are natural and not forced. Overthinking gestures can make them appear unnatural and detract from the message. Students should practice using gestures in their everyday conversations to make them a natural part of their communication style. This practice can significantly enhance their public speaking skills, making their speeches more engaging and impactful.

Moreover, to improve confidence, students need a lot of practice in standing in front of a crowd to develop confidence. According to Liu (2007), to avoid feeling timid or lacking confidence when speaking in public, students need to stay calm and take deep breaths to feel more comfortable while speaking. This helps manage nerves and creates a sense of ease. Interacting with the audience can make the atmosphere more natural, fostering a friendly and engaging environment. Preparing thoroughly is crucial for a successful presentation. Students should rehearse multiple times

beforehand to build confidence and reduce anxiety when speaking in public. Practicing regularly helps refine speaking skills and makes the process smoother during the actual presentation. Public speaking is a skill that requires consistent effort and dedication. Over time, with proper practice, students can develop this skill and become more effective and confident speakers.

Finally, students should ensure that their audience comprehends all the messages by asking questions. Engaging the audience with questions is crucial in fostering a connection between the speaker and the listeners. This approach allows speakers to clarify their ideas, making it easier for listeners to grasp the meanings and become actively involved in the conversation. By asking questions, speakers can gauge whether the audience is following along, address any misunderstandings, and make the interaction more dynamic. This not only helps in conveying the intended message more effectively but also encourages a two-way dialogue, making the presentation more engaging and impactful.

*For English lecturers:*

To help students improve their public speaking skills, English lecturers can weave regular practice into the curriculum, giving students more chances to speak in front of others and get comfortable with it. Using a mix of interesting and relevant materials helps students adapt their speaking styles to different settings. Creating an interactive classroom where students feel comfortable discussing and engaging can really boost their confidence. Constructive feedback is key pointing out what they are doing well and what needs a bit more work. Emphasizing the importance of body language, like making good eye contact and using facial expressions, can make a big difference. Simulating real-life speaking scenarios through mock presentations and debates helps students feel prepared for the real thing. Encouraging vocabulary building is also essential for clearer expression. Fostering a supportive environment where students feel safe to make mistakes is crucial for their growth. Providing resources for self-study and leading by example with effective public speaking techniques can also greatly influence their development. By embracing these

strategies, lecturers can help students become more confident and effective public speakers.

*For University of Phan Thiet:*

University of Phan Thiet should incorporate public speaking into the curriculum through mandatory courses and be further enriched by integrating assignments across various subjects. Regular workshops and seminars led by experienced speakers can provide valuable insights and techniques. Establishing public speaking clubs and hosting debate competitions will offer students ample practice opportunities. Utilizing technology, such as video blogs and recording tools, can help students practice and receive constructive feedback. Peer review sessions and mentorship programs can foster a supportive environment for continuous improvement. Confidence-building activities, starting with small groups and using positive reinforcement, are essential. Additionally, providing language support for non-native speakers and ensuring cultural sensitivity will make the training inclusive and effective. By implementing these strategies, the university can create a nurturing environment that enhances students' public speaking abilities.

#### **5.4. Limitations of the study**

Necessarily, some limitations have appeared in this study. Firstly, this study was conducted with small sample size of English major who were from University of Phan Thiet, so it could not represent for the whole English major students in Vietnam. Although the writers tried to clarify the research's purposes, here are still many limitations. The number of participants is not large enough (only 70 participants attending the survey). It is likely that some students answered perfunctorily, or they might not carefully read the questions when answering them, so the results were not 100% certain. However, the researchers made a lot of effort to access the data and make the results from the questionnaires as valid and reliable as possible. From the above limitations, the writer hopes that other researchers will rely on the strengths and avoid the weaknesses of this study to have better results in the future.

### **5.5. Recommendations for further research**

There are some potential recommendations for further research which should be considered as follows. Firstly, further research should analyze the larger sample size, not only third-year English major but also all students at University of Phan Thiet so that the result's achievement can be comprehended all the concepts. Secondly, the further research should be conducted at other universities in order to see the differences and similarities in public speaking errors of English-majored students. Thirdly, different kinds of research instruments should be applied into the process such as observation, tests, personal constructs, diaries and journals. These methodologies would reflect more English learners' viewpoints precisely. Next, the further research may conduct a similar study but to compare the English major students and non-English-major students of common difficulties in English public speaking skills. Finally, it is also recommended that the further research should apply both formative and summative assessment of levels of English-majored students in order to reflect the exact levels of English learners because it is a long-term learning progression which changes over a limited time.

## REFERENCES

- Abidin, M. J. Z., & Yee, K. M (2014). *The Use of Public Speaking in Motivating ESL Learners to Overcome Speech Anxiety*. Sains Malaysia University, Malaysia.
- Allan, P. (2015). *How to calm your nervous before making a terrifying speech*. Retrieved from <http://lifehacker.com/how-to-calm-your-nerves-before-making-a-terrifying-speech-1677504967>
- Al-Nouh, A. N., Abdul-Kareem, M. M., & Taqi, A. H. (2015). *EFL college students' perceptions of the difficulties in oral presentation as a form of assessment*. *International Journal of Higher Education*, 4 (1), 136-150. Retrieved from <http://www.sciedu.ca/journal/index.php/ijhe/article/viewFile/6252/3746>
- Anusha Bansal (2021). *Fundamentals of oral communication*. Retrieved from <https://www.studocu.com/en-gb/document/university-of-bath/public-choice/lu03-public-speaking/14369661?fbclid=IwAR3t0TAKNqN-cFuudvls6z-E1pNKL06DvXqjFeEBRjZO1uFs5ppt5GgEY-Y>
- Baumayer, K (2018). *What is Public Speaking and Why Do I Need to Do It?* <https://study.com/academy/lesson/what-is-public-speaking-and-why-do-i-need-it.html>.
- Bishop, P. J. (2005). *Fright at the Improv: The Fear of Public Speaking as a Social Phobia*. Grand Valley State University, Michigan. Retrieved from <https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1629&context=theses>
- Boonkit, K. (2010). *Enhancing the development of speaking skills for non-native speakers of English*. *Procedia - Social and Behavioral Sciences*, 2(2), 1305–1309. <https://doi.org/https://doi.org/10.1016/j.sbspro.2010.03.191>
- Brown, H. Douglas (2007). *Principles of Language Learning and Teaching*. Fifth Edition. New York: Pearson Education, 2007.
- Capece, V. (2013). *Delivering your Speech*. In Schreiber, L. (Eds.), *Public Speaking: The Virtual Text* (pp. 1-6). Retrieved from

<http://www.publicspeakingproject.org/delivery.html>

Clarke, R. (2005). *Walk your Talk. Black Enterpiece*. Retrieved from

<http://web.lexis->

[nexus.com/universe/document?\\_m=3ab534b6f4eb32d9c874f97033fcb79&](http://web.lexis-nexis.com/universe/document?_m=3ab534b6f4eb32d9c874f97033fcb79&_docnum=9&wchp=dGLbVtb-)

[\\_docnum=9&wchp=dGLbVtb-](http://web.lexis-nexus.com/universe/document?_m=3ab534b6f4eb32d9c874f97033fcb79&_docnum=9&wchp=dGLbVtb-zSkVA&_md5=e43f0336b5036e992282b76f6c8609602)

El-Enein, A. H. A. (2011). Difficulties encountering English majors in giving academic oral presentations during class at Al-Aqsa university. Unpublished master's thesis, Islamic University of Gaza, Gaza, Palestine. Retrieved from <http://library.iugaza.edu.ps/thesis/96026.pdf>.

Farrell, R. (2011). *Soft skills all great leaders should have*. CareerBuilder. <http://www.careerbuilder.com/Article/CB-2335-Leadership-Management-Soft-skillsall-great-leaders-should-have/>

Fiadzawoo, J. K. (2015). *Investigating speaking anxiety among adult Foreign Language (French) learners in the Faculty of Education, UDS, Tamale*. Education Research Journal, 5(2), 14-26.

Forman, R. (2005). *Teaching EFL in Thailand: A Bilingual Study*. Ph.D. Thesis. University of Technology, Sydney. Retrieved March 25, 2008, from <https://utsescholarship.lib.uts.edu.au/dspace/handle/2100/552>

German, K. (2017) *Principles of Public Speaking* (19<sup>th</sup> Ed.). Retrieved from <https://books.google.co.id/books?id=vgoqDwAAQBAJ&hl=id>

Gigante, J., Lewin, L., & Dell, M. (2012). *What's the story? Expectations for oral case presentation*. Retrieved from <http://pediatrics.aappublications.org/content/130/1/1.1>

Good, Carter Victor. 1959. *The dictionary of education*. New York, Book company

Grandgenett, Neal. (2012). TED: *Ideas Worth Spreading. Mathematics and Computer Education*; Winter 2012; 46, 1; ProQuest P.76

Grauberg (1997), The Elements of Foreign Language Teaching. *Language in practice*.

- Grapsy, R. P. (2013). Speaking with Confidence. In Schreiber, L. (Eds.), *Public Speaking: The Virtual Text* (pp. 1-12). Retrieved from <http://www.publicspeakingproject.org/confidence.html>
- Griffin, M. A. (2008). *Public Speaking Basics*. America University Press, New York. Retrieved from <https://books.google.co.id/books?id=MZPyzTbqnnAC&printsec=frontcover&hl=id#v=onepage&q&f=false>
- Hanna, M. S., & Gibson, J. W. (2002). *Public Speaking for Personal Success*. Pearson: Boston, MA
- Harmer, J. (2001). *The practice of English Language teaching* (3<sup>rd</sup> Edition). Longman Group Ltd, London
- Hornby, A.S., (1995) *Oxford Advanced learner's Dictionary, Fifth Edition*, Oxford: Oxford University Press
- Horwitz, E. K. (2001). *Language anxiety and achievement*. Annual Review of Applied. Linguistics, 21 (1), 112-126.
- Jonathan, L. T. K. (2015). *Effectiveness of TED Talks on Public Speaking Skills Among University Students*. (Master's Dissertation). Hong Kong University, Hong Kong
- Kirkwood, C. K., & Melton, S. T. (2002). *Anxiety disorders*. In J. T. Dipro, R. L. Talbert, G. C. Yee, G. R. Matzke, B. G. Wells, L. M. Posey, Pharmacotherapy: A pathophysiologic approach (5th ed.). New York, NY: McGraw-Hill.
- Lamerton, J. (2001). *Public Speaking (Everything You Need To Know)*. London: HarperCollins Publisher.
- Liu, M. (2007). *Anxiety in Chinese EFL students at different proficiency levels*. System, 34(3).
- Lucas, S., Simeon, L., & Wattam, J. (2019). *The Art of Public Speaking*, 13<sup>th</sup> ed. Toronto: McGraw-Hill Ryerson.

- Maria Eva (2020). *"An Analysis of Students' Speaking Anxiety in Academic Speaking Class."* ELTR Journal, Vol. 4, No. 2 (2020)
- Menzel, K. E. (1994). The relationship between preparation and performance in public speaking. *Communication Education*, 17-26.
- Mercer, A. (2013). *TED Talks: Ideas Worth Spreading*. Canadian Music Educator
- Merriam Webster Dictionary. (2015). Retrieved from  
<https://www.merriam-webster.com/>
- Mickey Bannon, PhD. *Audience Analysis*. Retrieved from  
<https://www.comm.pitt.edu/oral-comm-lab/audience-analysis?fbclid=IwAR1KWeMZ76LvU9EDoKp5IL4mUkq5i9T4xa3cGi9TLXaANsQlfx5XK6mrqhs>
- Najdatul Auliyah (2019), *"Psychological Problems in Learning Speaking Faced by the English Department Students at University of Muhammadiyah Makassar"* (Thesis, Muhammadiyah University of Makassar, 2019)
- Nazifullah (2019). *"Psychological Factors that Affect English Speaking Performance among Malaysian Primary School Pupils."* American International Journal of Education and Linguistics Research, Vol. 2, No.2 (2019)
- Nikitina, A. (2011). *Successful Public Speaking*. Retrieved from  
<http://library.iyte.edu.tr/dosya/kitap/successfulpublicspeaking.pdf>
- Ninuk Krismanti (2017), *"Students' Psychological Problems in Speaking: A Case Study on Speaking II Class of STKIP PGRI Banjarmasin."* Lentara, Vol 12, No. 2 (2017): 25.
- O'Hair, D., Rubenstein, H., & Villagran, R. (2007). *A pocket Guide to Public Speaking* (2<sup>nd</sup> ed.). Bedford, Boston
- Parvis, L. F. (2001). *The Importance of Communication and Public-Speaking Skills*. *Journal of Environmental Health*, 63(9)
- P'Rayan, A. & Shetty, R. T., (2011) *Developing Engineering Students'*



*Communication Skills by Reducing their Communication Apprehension.*

Retrieved from Google Scholar

- Rajoo, S. A. (2010). *Facilitating the development of students' oral presentation skills*. Voice of Academia, 5 (1), 43-50. Retrieved October 18, 2015, from [http://kedah.uitm.edu.my/v1/images/stories/industrial\\_linkages/uitm\\_press/vo\\_a\\_5\\_1\\_2010/5\\_1\\_2010\\_5.pdf](http://kedah.uitm.edu.my/v1/images/stories/industrial_linkages/uitm_press/vo_a_5_1_2010/5_1_2010_5.pdf)
- Rensis Likert (1970). *Five points likert scale in methodology*. Retrieved from Google Scholar
- Ria Indah (2021). *“Psychological Factors Affecting English Speaking Performance at Eleventh Grade Students in SMK Al-Inayah Tebo.”* Thesis, UIN Sulthan Thaha Saifuddin Jambi, 2021.
- Romanelli, F. Cain. J., & McNamara, P. J. (2014). *Should TED Talks Be Teaching Us Something?*. Kentucky College of Pharmacy University. American Journal of Pharmaceutical Education, 78(6)
- Sandman, W. (2013). Introductions & Conclusions. In Schreiber, L. (Eds.), *Public Speaking: The Virtual Text* (pp. 1-15). Retrieved from <http://www.publicspeakingproject.org/introductions.html>
- Santos, K. P. D., Ribeiro, V. V., Siqueira, L. T. D., Brugnara, L. C., Rosa, I. C. B., & Dassiê-Leite, A. P. (2022). *Does shyness influence the Self-Perception of vocal symptoms, public speaking, and daily communication?* Journal of Voice, 36(1), 54–58. <https://doi.org/10.1016/j.jvoice.2020.02.015>
- Sari, S. P. T. (2015). *The Use of Videos to Improve the Students' Speaking Skills at Class VII B of SMPN 2 Patuk in the Academic Year of 2014/2015*. (Bachelor's thesis). Yogyakarta State University, Yogyakarta, Indonesia
- Scholl, J. C. (2013). *Public Speaking; The Virtual Text* (pp. 1-12). Retrieved from <http://www.publicspeakingproject.org/specialocc.html>
- Schreiber, L. & Hartranft, M. (2013). Introduction to Public Speaking. In Schreiber, L. (Eds.), *Public Speaking; The Virtual Text*. Retrieved from <http://www.publicspeakingproject.org/specialocc.html>.

- Sellnow, D. (2004). *Confident Public Speaking* (2<sup>nd</sup> Ed.). Cengage Published.  
Retrieved from  
[https://books.google.co.id/books?id=TAaDaezB\\_8C&hl=id](https://books.google.co.id/books?id=TAaDaezB_8C&hl=id)
- Sugimoto, C. R., Thelwall, M. (2013). *Scholars on Soap Boxes: Science Communication and Dissemination in TED videos*. J Am Soc Inf Sci 64: 663-674
- Sulfiani (2020). “*An Analysis on the English Speaking Anxiety of the Third Semester Students of English Department in Muhammadiyah University of Makassar.*” Thesis, Muhammadiyah University of Makassar, 2020.
- Tuan, H., & Mai, N. (2012). Factors affecting students’ performance at the thanhchien high school. Asian journal of educational research, 3 (2), 8-23.  
Retrieved from  
<http://www.multidisciplinaryjournals.com/wpcontent/uploads/2015/03/FAC TORS-AFFECTINGSTUDENTS%E2%80%99-SPEAKING.pdf>
- Thomas, T. (2009). *Face the Fear: Overcoming Public Speaking Anxiety* (2<sup>nd</sup> Ed.).  
Retrieved from  
<https://books.google.co.id/books?id=RMBvmEO7kDsC&hl=id>
- Thornbury, S., & Slade, D. (2007). *Conversation: from description to pedagogy*. Cambridge: Cambridge University Press.
- Thornbury, Scott. 1999. *How to teach grammar*. Harlow: Longman
- Toth, Zsuzsa (2010). *Foreign Language Anxiety and the Advanced Language Learner: A Study of Hungarian Students of English as a Foreign Language*. Cambridge: Cambridge Scholars Publishing, 2010.
- Tsai, C. H., & Chang, I. (2013). *The study on motivation and anxiety of English learning of students at a Taiwan Technical University*. International Journal of English Language Teaching, 1(1), 24-41.
- Tuong, H. G. B. (2022). *TVU Non-English Majors’ Attitudes toward Utilizing Oral Presentations to Overcome Speaking Difficulties in*

*English Classroom*. International Journal of Language Instruction, 1(1), 99-119.

Tuyen, N. T. M., & Dan, T. C. (2021, January). *Obstacles and Solutions to English Public Speaking from EFL Students' Voices: A Case at Can Tho University, Vietnam*. In Proceeding the First International Conference on Government Education Management and Tourism, 1(1), 389-401.

Van, T. T., Anh, C. H., Bao, T. N. D., Thuy, T. N.T., Vinh, L. T. C, V., Long T.C. (2021). *The fear of public speaking in Vietnamese pedagogy freshmen*. Journal for Educators, Teachers and Trainers, 12(4). 60 – 66.

Vera (2018). “*Students' Anxiety Factors in Speaking English (A Case Study at the 8<sup>th</sup> Grade of SMP N 16 Semarang) in the Academic Year of 2016/2017.*” Thesis, Walisongo State Islamic University, Semarang, 2018.

Verderber, R. F., Sellnow, D. D., Verderber, K. S., (2014). *Speak*. Cengage LearningPublished. Retrieved from <https://books.google.co.id/books?id=U8wTCgAAQBAJ&dq>

Wikipedia, Body Language. Retrieved from [https://en.wikipedia.org/wiki/Body\\_language](https://en.wikipedia.org/wiki/Body_language)

Wrench, J. S., Goding, A., Johnson, D. I., Attias, B. A., (2012). *Public Speaking: Practice and Rthics* (v.1.0). Retrieved from <http://lardbucket.org>

## APPENDICES

### APPENDIX A1: QUESTIONNAIRE (ENGLISH VERSION)

TOPIC: COMMON DIFFICULTIES IN ENGLISH PUBLIC SPEAKING  
SKILLS: A CASE STUDY OF ENGLISH MAJOR STUDENTS AT  
UNIVERSITY OF PHAN THIET

*Dear participants,*

*In the purpose of collecting information for the research **Common difficulties in English public speaking skills: a case study of English major students at university of Phan Thiet**, the researcher hopes to receive your cooperation to answer these following questions. This form aims to conduct the survey. All of your information will be kept secretly.*

*Sincerely,*

*KHANG*

#### PART A. PERSONAL INFORMATION

*Put a tick ✓ on your answers*

- What is your gender? ☐ Male ☐ Female
- How long have you been learning English? ..... Years
- In your opinion, which is the most difficult skills?  
☐ Listening ☐ Speaking ☐ Reading ☐ Writing
- What do you think about public speaking skills?  
☐ very difficult ☐ difficult ☐ normal ☐ easy ☐ very easy

## PART B. QUESTIONNAIRE CONTENT

### I. Common difficulties in English public speaking skills of English major students

Put a tick ✓ on each item that represents what you do according to this scale:

1. Absolutely disagree
2. Disagree
3. Neutral
4. Agree
5. Absolutely agree

	Content	1	2	3	4	5
	<b>Common difficulties in English public speaking skills that I often encounter are that I...</b>					
<b>Code</b>	<b>Vocabulary</b>					
PV1	do not have enough vocabulary.					
PV2	confuse adverb with adjective: such as well-good.					
PV3	confuse the word meanings.					
PV4	use words for inappropriate situation.					
	<b>Grammar</b>					
PG1	forget Verb + '-ed' when using past tense.					
PG2	omit '-s', '-es' when using verbs for third person singular pronouns (he/she/it).					
PG3	lack of auxiliary verbs (do/does/did,...) in wh-questions .					
PG4	speak without any grammatical structures.					
	<b>Pronunciation</b>					
PP1	pronounce word stress incorrectly which leads to communication difficulties.					

PP2	lack of final consonant sounds: /z/, /s/, /t/, /v/, /ks/, /dʒ/,.					
PP3	lack of intonation in answers/questions.					
PP4	add '-s' at the end of each word.					
	<b>Confidence Concerns</b>					
CC1	Lack of confidence when speaking in front of teachers and friends.					
CC2	Fear of not speaking well enough.					
CC3	Fear of being judged.					
	<b>Fear of being the center of attention</b>					
AC1	Get nervous and forget things I know.					
AC2	Display poor body language when presenting.					
AC3	Get nervous when being the focus of attention.					
	<b>Pressure from instructors</b>					
PI1	Get a pounding heart when teachers call my name.					
PI2	Not knowing how to answer teachers' questions.					
	<b>Lack of topic knowledge</b>					
LK1	Have limited knowledge about presented topics.					
LK2	Be not well-prepared to respond promptly to inquiries from listeners.					
	<b>Subjective matters</b>					
SM1	Not spend much time enhancing public speaking skills.					
SM2	Not being active in class activities.					
SM3	Lack of motivation when learning public speaking skills.					
SM4	Lack of seriousness when learning public speaking skills					

## II. How to improve public speaking skills

*Put a tick ✓ on each item that represents what you do according to this scale:*

1. Absolutely disagree
2. Disagree
3. Neutral
4. Agree
5. Absolutely agree

	Content	1	2	3	4	5
Code	To improve public speaking skills, I should....					
S1	practice voice and body language.					
S2	take a public speaking class.					
S3	learn more vocabulary.					
S4	practice public speaking with my friends.					
S5	study from great public speaker					
S6	learn public speaking skills through TED Talks (Technology, Entertainment and Design Talks)					
S7	analyze the audience before speaking.					
S8	read as many documents related to the topic as possible.					

*Thanks for your response!*

## APPENDIX A2: QUESTIONNAIRE (VIETNAMESE VERSION)

**Chủ đề : NHỮNG KHÓ KHĂN PHỔ BIẾN TRONG KỸ NĂNG NÓI TRƯỚC  
CÔNG CHÚNG : MỘT NGHIÊN CỨU CHUYÊN SÂU CHO SINH VIÊN  
NGÀNH NGÔN NGỮ ANH TẠI TRƯỜNG ĐẠI HỌC PHAN THIẾT**

*Hướng dẫn: Với mục đích thu thập thông tin cho đề tài nghiên cứu “Những khó khăn phổ biến trong kỹ năng nói trước công chúng : một nghiên cứu chuyên sâu cho sinh viên ngành ngôn ngữ Anh tại trường đại học Phan Thiết”, người nghiên cứu hy vọng nhận được sự hợp tác của các bạn để trả lời những câu hỏi dưới đây. Bảng nghiên cứu này chỉ dùng cho việc nghiên cứu. Tất cả thông tin của người khảo sát sẽ được bảo mật an toàn.*

### PHẦN A. THÔNG TIN CÁ NHÂN

*Đặt dấu ✓ vào câu trả lời của bạn*

- Giới tính? ☐ Nam ☐ Nữ
- Bạn học tiếng Anh được bao lâu? ..... Năm
- Theo bạn, kỹ năng nào là khó nhất?  
☐ Nghe ☐ Nói ☐ Đọc ☐ Viết
- Bạn nghĩ gì về kỹ năng nói trước công chúng?  
☐ Rất khó ☐ Khó ☐ Bình thường ☐ Dễ ☐ Rất dễ

### PHẦN B. NỘI DUNG CÂU HỎI KHẢO SÁT

#### **I. Những lỗi phổ biến trong kỹ năng nói trước công chúng của sinh viên chuyên Anh**

*Đánh dấu ✓ vào mỗi câu tương ứng mà bạn cho là phù hợp nhất với mình.*

1. Hoàn toàn không đồng ý
2. Không đồng ý
3. Không có ý kiến



#### 4. Đồng ý

#### 5. Hoàn toàn đồng ý

	Nội dung	1	2	3	4	5
	<b>Những khó khăn phổ biến trong kĩ năng nói trước công chúng mà tôi gặp phải đó là tôi...</b>					
<b>Code</b>	<b>Từ vựng</b>					
PV1	không đủ vốn từ vựng					
PV2	nhầm lẫn phó từ với tính từ: well-good					
PV3	hiểu nhầm nghĩa của từ vựng					
PV4	dùng từ trong hoàn cảnh không thích hợp.					
	<b>Ngữ pháp</b>					
PG1	quên động từ ‘-ed’ khi dùng thì quá khứ.					
PG2	bỏ qua ‘-s’, ‘-es’ khi dùng động từ đi với chủ ngữ ngôi thứ ba số ít (he/she/it).					
PG3	thiếu trợ động từ (do/does/did,...) trong câu hỏi.					
PG4	nói không theo một cấu trúc ngữ pháp nào.					
	<b>Phát âm</b>					
PP1	phát âm sai trọng âm của từ gây ra khó khăn trong giao tiếp.					
PP2	phát âm thiếu các phụ âm cuối: /z/, /s/, /t/, /v/, /ks/, /dʒ/,...					
PP3	thiếu ngữ điệu trong câu trả lời/câu hỏi.					
PP4	thêm ‘-s’ vào cuối tất cả các từ.					
	<b>Các vấn đề liên quan đến sự tự tin</b>					
CC1	Thiếu tự tin khi nói trước thầy cô và bạn bè.					
CC2	Sợ mình nói không được tốt					
CC3	Sợ bị người khác đánh giá					

	<b>Nỗi sợ khi là trung tâm</b>					
FA1	Lo lắng và quên những điều mình biết .					
FA2	Thiếu ngôn ngữ hình thể khi thuyết trình.					
FA3	Cảm thấy lo lắng khi trở thành tâm điểm chú ý.					
	<b>Áp lực từ giảng viên</b>					
PI1	Tim đập mạnh khi giáo viên gọi tên tôi.					
PI2	Không biết cách trả lời câu hỏi của giáo viên.					
	<b>Thiếu kiến thức về chủ đề</b>					
LK1	Có kiến thức hạn hẹp về các chủ đề được trình bày.					
LK2	Không chuẩn bị kỹ để trả lời kịp thời các câu hỏi từ người nghe.					
	<b>Các vấn đề chủ quan</b>					
SM1	Không dành nhiều thời gian để nâng cao kỹ năng nói trước công chúng.					
SM2	Không tích cực tham gia các hoạt động trong lớp.					
SM3	Thiếu động lực khi học kỹ năng nói trước công chúng.					
SM4	Thiếu nghiêm túc khi học kỹ năng nói trước công chúng.					

## II. Cách cải thiện kỹ năng nói trước công chúng

*Đánh dấu ✓ vào mỗi câu tương ứng mà bạn cho là phù hợp nhất với mình.*

1. Hoàn toàn không đồng ý
2. Không đồng ý
3. Không có ý kiến
4. Đồng ý
5. Hoàn toàn đồng ý

	<b>Nội dung</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Mã</b>	<b>Để cải thiện kỹ năng nói trước công chúng, tôi nên:</b>					
SO1	luyện tập giọng nói và ngôn ngữ hình thể.					
SO2	tham gia vào các lớp học nói trước công chúng.					
SO3	học thêm nhiều từ vựng.					
SO4	luyện tập nói trước công chúng với bạn bè.					
SO5	học hỏi từ những người nói trước công chúng giỏi.					
SO6	học kỹ năng nói trước công chúng thông qua TED Talks (một tổ chức truyền thông đại chúng chuyên đăng những bài diễn thuyết mang tính truyền cảm hứng).					
SO7	phân tích khán giả trước khi diễn thuyết.					
SO8	đọc càng nhiều tài liệu liên quan đến chủ đề càng tốt.					

*Cám ơn sự hợp tác của bạn!*