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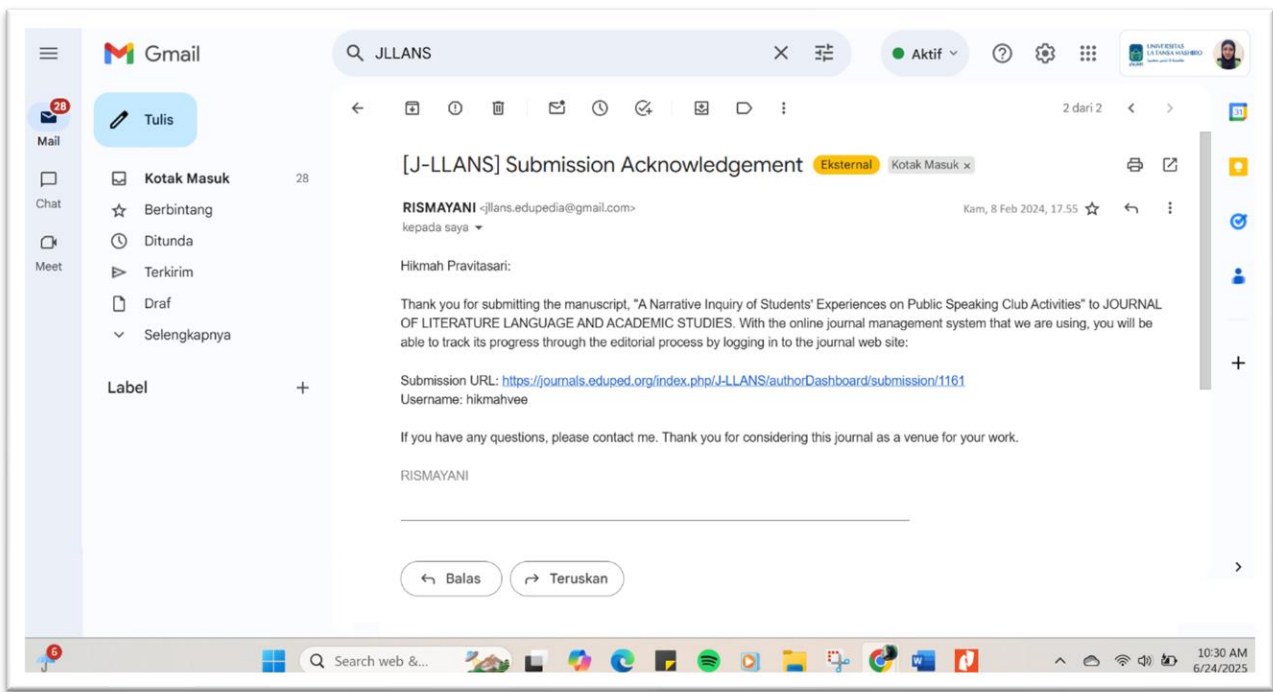
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A Narrative Inquiry of Students' Experiences on Public Speaking Club Activities

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Abstract: This study explores students' experiences in public speaking club activities related to their challenges and strategies. This study used a narrative inquiry as the research method. The research data were obtained from in-depth interviews and students' weekly journals. The participants in this study were two students who are the most active students in the public speaking club at a private Islamic senior high school in Indonesia. The research data were analyzed using thematic analysis. The results of this study showed that the students' experiences regarding the challenges faced in public speaking were linguistics and non-linguistics problems. The linguistics problems faced by students were pronunciation, grammar, and vocabulary. Besides, non-linguistic problems faced by students consisted of anxiety and lack of self-confidence. The strategies used by the students to overcome the challenges in public speaking were understanding materials, memorizing some new vocabulary, practicing with friends and requesting their feedback, and practicing alone in front of a mirror. This study is limited in location, the number of participants and the type of research instrument. It is recommended for further research to be able to conduct similar research by changing the level of participants and adding variations of research instruments.

Keywords: Narrative Inquiry; Public Speaking Club; Challenges; Thematic Analysis; Speaking

1. Introduction

Indonesia has many Islamic schools that base the education not only on the academic education, but also the religious, spiritual, and moral education in a comprehensive way. Islamic boarding school students are required to communicate in Arabic and English on a daily basis. However, they predominantly speak Arabic while English is often avoided. Therefore, educators hold extra activities for English outside the classroom, one of them is Public Speaking Activity. This activity has become the content of the private Islamic Senior High School curriculum. Kirkpatrick (2010) states that some private institution introduces compulsory English for students from the elementary level and some other used it as instructional language in all classes in Southeast Asian countries. This article aims to to explore and make sense of the stories of two students' public speaking experiences during their involvement in English public speaking club in a Private Islamic Senior High School, more specifically, this study intends to understand their public

speaking challenges and strategies to overcome the challenges of their involvement in public speaking club activity using narrative inquiry.

Based on the pre-observation in a public speaking club at a private Islamic Senior High School in Indonesia through interviews, most students claimed they have learned English for many years but cannot speak it properly. Students sometimes felt nervous especially while giving a speech in public, they have fear of making mistakes while giving a speech in front of instructors who evaluate their speech. Moreover, while students give public speeches in front of audiences which are their friends. Leong & Ahmadi (2017) argue that students' participation in speaking English is very low. In contrast with Leong and Ahmadi (2017), Islamic boarding school language policy requires students and teachers to speak in Arabic and English to communicate on a daily basis. Even though the school has made language regulations, many of the day-to-day activities that preferred the Arabic language. This situation makes the students have a tendency to use Arabic rather than English, which eventually influences students' ability to speak English. Based on the research conducted by Boonkit (2010) about the factors increasing the development of speaking skills, the result represents that the use of appropriate activities for speaking skills can be a good strategy. Therefore, a private Islamic high school in Banten held public speaking as an extracurricular program. This activity aims to improve students' speaking skills and supposed to dispose their fear and anxiety of speaking English.

Numerous studies about public speaking as a tool or technique to improve students' speaking skills inside the classroom had often been conducted (Abrar, 2019; Mahmudi & Anugerahwati, 2021; Nadia & Yansyah, 2018; Pravitasari & Fauziyah, 2024; Rosyid & Pravitasari, 2020). Those studies focused on the use of English public speaking as the method and technique inside the classroom activities. Meanwhile, this study aimed to explore the experience of language learning through learners' stories of their involvement in English public speaking club as an extracurricular outside the classroom using narrative inquiry.

2. Literature Review

2.1. Narrative inquiry

Narrative inquiry is one of the multiple methodologies under the umbrella of qualitative research and appropriate for the study of human experiences. The theoretical basis for this research stems from Connelly and Clandinin (2006) who argue for the development and use of narrative inquiry as a methodology. According to Clandinin and Connelly (2000) narrative inquiry is a process of gathering information for the purpose of research through story-telling as the researchers explores experience. Narrative inquiry comes from a view that human experience is conveyed by human beings who as storytelling organisms, individually and collectively lead storied lives. Polkinghorne (1995) differentiated two forms of narrative inquiry as Analysis of Narratives and Narrative Analysis. Analysis of narratives means the use of story as data which is analyzed by using standard procedures for qualitative content or thematic analysis. Besides, narrative analysis refers to the use of storytelling as a means a way to analyze non-narrative data. This study uses analysis of narratives because the researchers got the data by interview as a story then analyzes it. According to Wetherby

(2011), English club is a media bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students' motivation and build up their confidence to speak as much as possible. English club is one of alternative ways to develop speaking ability for the students. Furthermore, English club becomes a facilitator for students to improve their ability in mastering English skill especially speaking skill.

2.2. English Public Speaking Extracurricular

Boarding Schools are the institutions that provide English public speaking program to students. The program has an important role in teaching. The implementation of English public speaking extracurricular in boarding schools should be based on the program supporting students learning speaking through speaking activities. According to Wetherby (2011), English club is a media bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students' motivation and build up their confidence to speak as much as possible. Public speaking is the art of speaking in public. This is due to the large number of listeners who attended. Such as in a meeting, conference, academic presentation, and so on. The art of public speaking requires skill and courage. speakers are not only trying to overcome nervousness; a public speaker is required to have speaking skills and abilities that are easy to understand in a short time and are not complicated (Amelia, et al., 2022). The elements inside public speaking are as follows based on Nurudin (2007) such as speaker, message, medium, listener, feedback, interference, situation.

2.3. Students' Challenges in Public Speaking

Students often experience difficulties and challenges in the process of learning to speak English. Ur (2009) portrays a few challenges in speaking activities that encountered by the students, those are the matter of inhibition, nothing to say, low or uneven participation and mother tongue use such as inhibition, nothing to say, low participation, mother-tongue use. On the other hand, Brown (2001) offers some characteristics that must be taken into account in the productive generation of speech, but with a slight twist in that, the learner is now a producer. Brown (2001) portrays some characteristics of spoken language which can make oral performance easy as well as, in some cases difficult such as clustering, redundancy, reduced form, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation. The problems in speaking above can be overcome by the public speaking program, one of the reasons is in the matter of inhibition. The public speaking program allows students to express their thoughts in English, so there will be no more shame, the other hand their vocabularies will increase along with this activity, and the used of mother tongue will be decreased. Learning English is not easy task, students often face some problem when they are learning speaking. In the other hand, some problem become the challenges for the students in learning public speaking. EFL learners frequently face both linguistic and non-linguistic problems.

2.4. Linguistics Problem

Based on the linguistics perspective, in linguistic problems there are three factors that contribute to students speaking problems, they are: grammar, vocabulary and pronunciation. The linguistics problems include all of the difficulties found in the target language itself encountered by student who is studying the language. Linguistics is a scientific study of

language such as the study of language structure (grammar), words, and phonology. According to Spolsky & Hult (2008), generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation. There are some linguistics problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation. Those problems are as follows:

1) Vocabulary

Vocabulary is an individual word or a set of words which have specific meaning. Vocabulary is the knowledge of meanings of words. The words come in at least two forms; oral and print. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how to combine the vocabularies into a good sentence. Pravitasari & Rahmah (2024) also stated that in the actual communication, the focus was on the substance and how to respond, rather than proper grammar expression. Students know what they are going to say in the source language, but when they have to switch the language itself into the target language such as English, they often get confuse to combine and use the proper vocabularies needed.

2) Grammar

Grammar is often an error and obstacle that students often experience when learning to speak English. Fitriani, et al. (2015) defines grammar as a study in which sentences are structured and formatted, so it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively. Grammar become difficult to the learners who do not learn a structure at a time.

3) Pronunciation

For non-native English country students like in Indonesia, the pronunciation of English words is challenging and sometimes becomes difficult when influenced by the local languages. Hinkel (2005, p.491) proposes that a second language learner needs to master the individual characteristic of the sound of a new language. Furthermore, it will be good for the students to be able to speak naturally like the native-speaker itself. English has become a language which connects people all over the world. The second or foreign language learners are also demanded to speak English naturally like native speaker.

2.5. Non-linguistics Problem

Psychological problems are those problems, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards student's speaking performance. Horwitz (2001) adds that the psychological component contributes at least as much and often more to language learning than the linguistic aspect", which means that psychological aspect is related to output process in communication, the students with high or strong affective filters will not be receptive to language input or will have difficulty in processing it. Here some psychological problems that may disturb the students when they are speak in performance.

1) Fear of making mistake

Fear of making mistakes is one of the factors that hinder students in learning to speak English. Susilawati, et al. (2017) refers fear of making mistakes as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of automatic nervous system. It is tendency on part of some people tries to avoid, and even fear communicating orally. Those factors may considered contribute as debilitate factors to students speaking ability.

2) Lack of confidence

Concept of self-confidence relates to self-assuredness in one's personal judgement, ability, power, sometimes manifested excessively. According to Fitriani, et al. (2015) over a quarter of a million people in this world have problems towards their confidence, lack of self-confidence may bring the students into a threat of believing that they are not going to be a good English speaker. Lack of self-confidence also becomes a great problem which affect students' speaking performance. It is difficult for the students to master English speaking if they are not confident with their own speaking ability.

3) Apprehension of other evaluation

Apprehension of other evaluation is also one of the causes of problems in public speaking. Horwitz (2001) has noted that communication apprehension of other evaluation may affect learners when practicing both L1 and L2. Likewise, McCroskey (2005) revealed that there is a direct link between lack of confidence in one's skills and reluctance to be involved in interaction with other people as it will directly exposes a person to be evaluated by other people. It makes the students afraid to speak as well as they know in front of audience.

2.6. Students' Strategies to Overcome the Challenge

Some strategy in overcoming their speaking anxiety in public speaking class such as rehearsal, relaxation, visualization, gestures and using note card. Some studies have concluded that preparation should be planned properly so that students do not feel flustered or lost when they have to speak. The public speaking process involves a lot of preparation and practice to help students become a good speaker. Rehearsal is vital for a good presentation. By rehearsing, students may to refine the presentation, the language and tone he will use, as well as the fine points of delivery. Moreover, relaxation training was effective in reducing anxiety in any kind of participant, male or female, young or old, affected or not by physical or psychological disorders (Francesco, et al., 2009). Visualization is a mental practice of imagining or meditating, with a particular focus on imagery. It's a popular relaxation technique that involves using our imagination to experience a desired feeling such as peacefulness, confidence, or motivation. Visualization can also help reduce feelings of nervousness. On the note card, students can write some main points that they will be delivered. The purpose of student's note card was to help them remember their speech outline from the beginning of the sequence of their ideas and some important ideas in case they forgot what they were going to say.

3. Research Methodology

3.1. Research Method

Since this study employs a narrative inquiry, the qualitative method is adequate in gaining the students' stories of their experiences in joining the

English public speaking club. A narrative inquiry is needed to provide in-depth information regarding students' experiences of their involvement in public speaking club. The process of narrative inquiry of students' stories towards their experiences used individuals' narratives. A narrative inquiry design is used to explore one's lived experience (Clandinin & Connelly, 2000). The purpose of this narrative inquiry study was to explore students' experiences about their challenges in the Public Speaking Club and How do the students overcome their challenges in the Public Speaking Club. The research procedure was taken from Creswell (2012). The procedure represented clear and comprehensive stage in conducting this narrative inquiry. Then, it was operationalized into the research context. The stages are follows: Step 1: Identify a phenomenon to explore that addresses an educational problem. In this step, the researchers conducted pre-observation through interview. Step 2: Select one or more participants to study. In this study, two participants were selected by convening a meeting with twenty students who are a member of the public speaking club for over one year. Step 3: Collect stories from the participants. The researchers collected the stories from participants through in-depth interview, and collecting participants' journals. Step 4: Retell the participants' stories. In this step, data analysis was conducted. This research used thematic analysis. The analysis focuses on the content of the story rather than on the linguistic features of the utterances. Step 5: Collaborate with the participants/storyteller. The researchers collaborated with participants to retell their stories. The researchers held regular meetings to notify and discuss the research topics to maintain good contact. The participants are also free to tell their opinions if they are still in line with the study. The researchers also asked for clarification and confirmation of the collected information/data to avoid bias. Step 6: Write a story about the participant's experience. In this step, the researchers reported finding by using thematic analysis. The findings section is divided into a number of subsections representing the main themes that resulted from the analysis of the data. Step 7: Validate the report's accuracy. The data validation used methodological and data sources triangulation.

3.2. Setting and Participants

This study is carried out at a private Islamic senior high school in Indonesia. Participants were selected by convening a meeting with twenty students who are an active member of the public speaking club for over one year. The researchers asked them to participate voluntarily in doing interviews. Two participants Ali and Tasya (one male and one female, pseudonyms) are the most active students in public speaking club and have been joining for over 2 years, they agreed to be recruited as interviewees in this research. The participants are 2nd grade of senior high school students in a private Islamic senior high school in Indonesia. The researchers convened four meetings after class with the participants to detail the research project ethically using discuss informed consent, and distribute consent forms. The researchers also emphasized that their participation was fully voluntary; the participants had to be informed about their rights not to take part in the research if they did not wish to and that withdrawal would not have deliberately negative consequences for them

3.3. Data Collection and Analysis

Data were collected through in-depth interviews using Bahasa Indonesia to ensure full understanding of the research purpose. The interview lasted 40-50 minutes and will be conducted in a relaxed and conversational way and at each session, the participants shared their experiences in the English public speaking club. In addition, each participant will be interviewed twice where they share their perceptions of their life experiences in joining a public speaking club. They are asked to describe to what extent and how are students able to apply what they learn from public speaking club experiences to support students' speaking outcomes, to describe what are the challenges in joining the public speaking club and how do the students overcome such challenges, to describe what types of speaking skills experiences are being offered for the students in the public speaking club. For the data analysis in this study, the data were treated as a bottom-up, inductive, and emergent process to find emerging themes by way of using several levels of coding while analyzing the data to find relevant events, experiences, and expressions to create the themes. This thematic analysis (Riesman, 2003) applied in this study emphasizes "what" is said more than "how" it is said, the "told" rather than the "telling." The analysis focuses on the content of the story rather than on the linguistic features of the utterances.

4. Results

In this section, the researcher reported the stories from the participants regarding experiences of Public Speaking in the context of Islamic Senior High School, specifically in challenges and strategies in public speaking. The narratives of each participant including, (1) the challenges faced by the students in public speaking (2) the strategies used by the students to overcome the challenges in public speaking. All the themes were presented separately.

4.1. A Narrative Inquiry of Ali's Experiences on Public Speaking

4.1.1. Ali's story: public speaking programs can increase my confidence, braveness in speaking and developing my vocabularies.

Ali is a student who is very interested in learning English, including learning to speak in front of many people as public speaking. In his weekly journal, he revealed that public speaking at the beginning was the most difficult part, but over the time, he found his own way develop his confidence level in speaking. As he stated on the interview:

"Public speaking obligates students to speak up in front of the audience, this program is expected to speak in public bravely". (Interview with Ali on November 21th, 2022).

Public speaking can increase his confidence level, he is expected to speak in public bravely, so whatever his material, whether it is good or not, the main point is to train him to be brave to speak in front of other people. Public speaking promotes a variety of critical thinking skills, in addition to specific language skills and strategies. Ali always prepares himself before he had a public speech, while he prepares himself, he also prepares the material

and memorize some new vocabularies which are related. Ali always makes a note card to jot down the key points to be delivered. As he said that:

"Before I make a public speech, I prepare several things, including the material to be delivered and memorizing it, searching some vocabularies which are related to the material, and make a note card to note the important points to be delivered". (Interview with Ali on November 21th, 2022).

The insights gained during preparation activities allow him to approach the materials with a critical eye, and these skills can be transferred to new materials and contexts. Public speaking tasks require him to develop support for his arguments. He had to understand the topic and make his own arguments and write them down to be scripts, then he will memorize them. he can learn new vocabulary in every new material he gets and it will develop his vocabularies. He will also be trained in writing the key points in a topic because he always makes a notecard in every public speaking he had.

4.1.2. The challenges faced by Ali on public speaking

Ali is a student who learned about public speaking since two years ago, or since he became part of the students at fourth grade at a private Islamic Senior High School in Indonesia. Any things were experienced by him, one of which was being required to make public speaking. According to Ali, public speaking is an extraordinary experience, because it takes a strong mentality and a high level of confidence to stand on the stage, especially to convey messages that contain religion. Not only speaking Indonesian language, this school also requires all students to give speeches in three languages, namely English, Arabic and Indonesian. As he shared his experience about regarding his participation in public speaking:

"In my opinion, public speaking program is an extraordinary experience, because it takes a strong mentality and a high level of confidence to stand on the stage, especially when conveying messages that contain da'wah. Not only in Indonesian, this school requires all students to speak in three languages, such as English and Arabic". (Interview with Ali on November 21th, 2022).

Based on the information above, according to Ali, public speaking is an extraordinary program that can build the mentality to how to speak in front of people. But in his opinion, speaking English in daily activities is difficult. Moreover, public speaking requires good preparation, understanding the content of the message is essential to obtain fluency and clarity in speech so that the audience can understand what he is conveying. As he shared his experience about his participation in public speaking:

"Public speaking in English language requires good preparation, understanding the contents of the message to be conveyed, fluency in speaking, clarity, making the audience understand what we are saying, and many others. Even though I have been in this school almost 6 years ago, the biggest challenge in public speaking in my opinion is anxiety and lack of confidence". (Interview with Ali on November 21th, 2022).

The experiences by Ali are feelings that often happen to everyone when they are speaking in front of many people. Even the effect of those feelings, can make the material that has been prepared disappear or going blank, of course these will have an impact on the process of delivering the message in front of the audience. As Ali said that:

“Actually, anxiety and lack of self-confidence arise when I am unprepared, I mean, I don’t memorize all of the material that I will convey, so basically it all depends on how prepared I’m in memorizing and understanding the content of the material”. (Interview with Ali on November 21th, 2022).

It is understandable from Ali’s experience that a lack of self-confidence and anxiety will arise from a lack of preparation.

“I still find it difficult to convey messages itself, so in memorizing, I often want to speak English as I speak Indonesian, which is when there is a part that I forget, I can replace it easily with another sentence but without changing the main meaning. However, the problem is that I am often confused because I only have a little vocabulary, that makes my message, which I forgot, was not delivered and missed”. (Interview with Ali on November 21th, 2022).

Lack of vocabulary is one of the important things that can make speaker failed in public speaking, because when material is forgotten, the role of vocabulary is very important to replace it. Based on information about the challenges faced by Ali in public speaking are anxiety, lack of confidence, pronunciation, lack of vocabulary and lack of preparation.

4.1.3. The strategies used by Ali to overcome his challenges on public speaking

The strategies used by Ali to solve his challenges in public speaking are understanding material and memorizing some new vocabulary. As he said that:

“Strategy in order to understand the material when I’m presenting using English, my strategy in improving focus on material I compile to present. I will also memorize some new vocabulary, as preparation material if I suddenly forget the material I memorized”. (Interview with Ali on November 21th, 2022).

From the information above, the strategy of understanding material is very important, to increase vocabulary mastery, reading the books or references to improve the mastery of the material before presenting the material.

“Before the presentation on the stage, I also usually request my friends to test my preparation, and during my speech, I ask my friends to adjust my speech to my material, then at the end, I ask my friends to evaluate my speech for deficiencies in what I did.” (Interview with Ali on November 21th, 2022).

From the data above, it can be concluded that the strategy used by Ali is requesting his friend to test his preparation before going to the stage. He asks his friends to notice if there is a mistake or if his speech going far away from his material. At the end, his friends will evaluate his speech in order to know the deficiencies of his speech. He explained it can be used as a benchmark for preparation before speaking in front of many people.

“Testing by my friends, it can measure the extent of my preparation and train my self-confidence. If my preparation is still far from 100%, I will study harder at memorizing”. (Interview with Ali on November 21th, 2022).

Based on information about the strategies used by Ali to overcome his challenges in public speaking, they are understanding material, increasing some new vocabulary, and requesting his friends to test him before speaking on the stage.

4.2. A Narrative Inquiry of Tasya’s Experiences in Public Speaking

4.2.1. Tasya's story: public speaking an ideal way to display my knowledge and provides opportunities to practice all four language skills

Tasya is a student who is very critical thinking practice, and sharing her knowledge to others. Public speaking is an ideal way to display her knowledge. Through her presentations, she has given the opportunity to demonstrate what she has learned. As she shared her experience about her participation in public speaking:

"Public speaking is an ideal way for me to display my knowledge. Through my presentations, I give the opportunity to demonstrate what I have learned. Public speaking for me will certainly reap the benefits of integrated skills practice, critical thinking practice, and improved learning. I will gain confidence in speaking and will learn to express myself in clear". (Interview with Tasya on November 21th, 2022).

This type of task pushes her to synthesize knowledge from a variety of sources and to take on a teaching role by explaining her topic to the rest of the audience. This kind of self-explanation has been found to correspond with higher levels of comprehension and conceptual understanding. She learns more by explaining facts to others. Additionally, planning for presentations (and potential questions from peers) leads to deeper processing and more complete understanding of the content. Public speaking for her will certainly reap the benefits of integrated skills practice, critical thinking practice, and improved learning. She will gain confidence in speaking and will learn to express herself in clear and articulate ways. As she said that:

"Presentation or speech tasks utilize and strengthen listening, speaking, reading, and writing skills. There is naturally a strong focus on speaking; spoken language is vital in delivering a clear, coherent speech. I will develop strong reading and writing skills during task preparation". (Interview with Tasya on November 21th, 2022).

Presentation or speech tasks utilize and strengthen listening, speaking, reading, and writing skills. According to Tasya, speaking skills are the most essential skills to be strengthened. She stated that speaking skills are very important and has a deeper affect to her public speaking performance. During task preparation, she will improve her reading and writing skills. As learners take notes and finish argumentative essays in preparation for oral presentations, she must skim and scan a wide variety of sources and study crucial items in depth.

4.2.2. The challenge faced by Tasya on public speaking

The capacity to speak a second or a foreign language is regularly compared with the capability in the language. Without a doubt, one dissatisfaction normally faced by Tasya is that she has spent numerous years concentrating foreign language (including English), yet at the same time, she cannot speak it. One of the fundamental problems is that speaking usually takes place spontaneously in real time, which means that planning and production overlap. If a lot of consideration is paid to arranging, production suffers, the effect is a loss of fluency. On the other hand, if the speaker's attention is directed on production, it is likely that accuracy will suffer. As she shared her experience about her participation in public speaking:

"I'm often inhibited about trying to say things in a foreign language on the stage: I'm worried about making mistakes, fearful of criticism or losing face, or simply

shy of the attention that their speech attracts". (Interview with Tasya November 21th, 2022).

Based on her experience, unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. She often inhibited about trying to say things in a foreign language in front of many people. She worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that her speech attracts. Then the writer can conclude that her challenges on public speaking is lack of confidence. As Tasya approved:

"I often complain that I cannot think of anything to say: I have no motive to express myself beyond the guilty feeling that I should be speaking". (Interview with Tasya on November 21th, 2022).

Based on her experience, she often panics and stops for a while in speaking, and the worst thing is she does not say anything for 30 seconds until a minute. Then the writer can conclude that her challenges in public speaking are anxiety.

"The most difficult thing in public speaking in my opinion is about the pronunciation itself, if I can compare it with Arabic, I am more comfortable speaking Arabic, because in writing the Arabic pronunciation is the same, while English is different". (Interview with Tasya on November 21th, 2022).

From the data above, she felt more difficult when pronouncing English rather than Arabic. She felt more comfortable in speaking Arabic because the pronunciation is same as written text itself. But in English, the pronunciation sometimes different and it makes she felt difficult. To conclude, she got difficulty with pronunciation when she wants to speak English. She did not know how to spell the word correctly. So, this is a linguistics problem that faced by her.

"There is the challenge is even though the public speaking it was held classy and together which already known each other absolutely there is a sense of nervous after that sometimes there is a feeling of lack vocabulary, so the greatest of my challenge is if I speak English or deliver a speech in English and I faced my grammar was error and when grammar inappropriate once spontaneously it will be lost all that contains in the grammar". (Interview with Tasya on November 21th, 2022).

These showed that how does the grammar become a source of her difficult in English public speaking. According to the interview results, she has difficulties with grammar, vocabulary, pronunciation, comprehension, and fluency, all of which were linguistic problems. Beside about linguistic problem, the challenges faced by Tasya are lack of confidence and anxiety.

4.2.3. The strategies used by Tasya to overcome her challenge in public speaking

Although she found the challenges or difficulties in English public speaking program, she has a way to reduce her difficulties. She tried to practice more and speaking a lot. As she shared her experience about her participation in public speaking:

"The first is I often practice it, next is often heard people talking, then is reading. Learn firstly, which is already know just use it. After that, I have to practice it even though there is still an error". (Interview with Tasya on November 21th, 2022).

The explanation above showed that she has to practice it after learning or hearing the other speech. It can be concluded that practice and speak a lot

is the way to implement the knowledge and vocabulary that she has to learn before in order to make her more fluently in speaking English. She also stated how she dealt with her difficulties. Like through practice a speech alone in front of the mirror or testing by her friends.

"I often practice alone in front of the mirror or testing by my friends. I supposed that the person in front of me is audience". (Interview with Tasya on November 21th, 2022).

From the response above, the writer can conclude that Tasya had to prepare her performance of public speaking to be success with good preparation by memorizing the text or script. On the other hand, she argued that practicing constantly in front of a mirror while visualizing a large crowd watching her would help her avoid the issue of being terrified and nervous.

Based on the interview above with two respondents (Ali and Tasya), the writer can find some summarized about their opinion in participating on public speaking, challenges, and strategies to overcome their challenges itself. According to Ali, public speaking program can increase his confidence, and braveness in speaking. Besides, Tasya stated that public speaking is an ideal way to display her knowledge and provides her opportunities to practice all four language skills (see table 1). The writer found some similarities about linguistics and non-linguistic problem faced by Ali and Tasya. On the linguistics problems, both of them were felt difficult in pronunciation and vocabularies. Meanwhile, Tasya has another problem in a grammar. Besides, non-linguistics problem faced by them are lack of confidence and anxiety (see table 1).

Table 1. Student's Experience on Public Speaking Such as Students' Story, Challenges and Strategies to overcome it

Aspect	Ali		Tasya
Story	Public speaking program can increase my confidence, braveness in speaking and developing my critical thinking		Public speaking an ideal way to display my knowledge and provides opportunities to practice all four language skills
Challenges	Linguistic Problem	1) Lack of vocabulary 2) Pronunciation	3) Grammar 4) Lack of Vocabulary 5) Pronunciation
	Non-Linguistic Problem	1) Anxiety 2) Lack of confidence	1) Lack of confidence 2) Anxiety
Strategies	1) Understanding material 2) Increase some new vocabulary 3) Practice in front of his friends and ask an evaluation		1) Practice in front of mirror 2) Well-preparation (understanding material)

Drawing on interview data and students weekly journal, the challenges faced by Ali and Tasya are linguistics and non-linguistics problems, the linguistics problem faced by Ali and Tasya are lack of vocabulary and pronunciation. Meanwhile, Tasya has another problem with grammar.

Besides, non-linguistics problems faced by Ali and Tasya are lack of confidence and anxiety. In addition, the strategies used by Ali and Tasya are understanding material, increasing some new vocabulary, practice with their friend, practice alone in front of a mirror, and well-preparation before public speaking.

This narrative inquiry showed that Ali and Tasya expressed their experiences regarding the challenges and strategies during their involvement in public speaking activity. The stories of their experiences served as a narrative site where the member of public speaking club in Islamic boarding schools are able to overcome the various challenges by formulating several strategies they used during their participation in public speaking activity.

5. Discussion

Students' challenges in public speaking can be divided into two categories. The first is linguistics problems, such as limited comprehension in grammar, a lack of vocabulary and pronunciation (Spolsky & Hult, 2008). The other category involves non-linguistics problems, such as lack of confidence, fear of making mistakes, anxiety, and Apprehension of other evaluation (Horwitz, 2011). Based on the findings there are three linguistics problems faced by Ali and Tasya while giving a public speech, there are pronunciation, lack of vocabulary, and poor in grammar. In public speaking activities at a private Islamic senior high school context, the students are required to speak in front of audiences and instructors. The instructor will evaluate the speaker's performance when they are delivering a public speech and determine how well they can develop the speech material. This situation often causes Tasya felt difficult in stacking words because she still limited comprehension of grammar. Based on the interviewed with Tasya, the writer found that the challenges faced by students on public speaking is grammar. Although speaking in front of an audience takes place in a formal setting with people who are already know each another, there is still a tendency for Ali and Tasya to be nervous, which might result in grammatical mistakes. This is in accordance with the theory put forward by Harmer (2001, p.12) stated that the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Grammar is one of important aspect of speaking because if an utterance can has different meaning if the speaker uses incorrect grammar.

Public speaking material development requires students to explore related vocabulary. It becomes difficult for Ali and Tasya to utilize several vocabularies to effectively represent the subject because they are still unable to memorize a lot of vocabulary. Ali admitted that he often felt confused when he wanted to replace the sentence without changing the meaning because he had lack of vocabulary. Based on the interviewed with students' experiences, the writer found that the challenge faced by the students on public speaking is a lack of vocabulary. This is in accordance with the statement put forward by Pravitasari & Rahmah (2024) stated that vocabulary confusion severely limits EFL learners' ability to communicate in real life. People cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar

only less word can be conveyed, but without vocabulary nothing can be conveyed.

Moreover, Ali and Tasya frequently had difficulties in pronunciation. Tasya admitted that the Arabic pronunciation was easier than the English pronunciation. She thought that the English pronunciation differs from the text itself. Based on the interviewed with students' experiences, the writer found that the students still make mistakes in pronunciation. The students realized when they spoke English still use some mother tongue and also sometimes there were some words that still strange in their ears to pronounce. Hence, it makes students cannot convey the speech correctly. The most difficult thing in public speaking in students' opinion is about the pronunciation itself. If they can compare it with Arabic, they more comfortable speaking Arabic. Because in Arabic writing, the pronunciation is the same as in words, while English is different. This is in accordance with the theory by Pollard (2008, p.6) stated that pronunciation is the way students to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, the audience might find it difficult to understand. Hence, it can be seen that effective pronunciation is essential for public speakers to make their speeches easy to understand.

Another challenge in public speaking is the non-linguistics problem. This study found there were various non-linguistics factors affected to students' speaking skills such as anxiety and lack of self-confidence. Based on the interviews with the students' experiences, the writer found that the challenges faced by the students on public speaking were anxiety and lack of confidence. Public speaking in the English language requires good preparation, understanding the contents of the message to be conveyed, fluency in speaking, clarity, and making the audience understand with effective pronunciation. Even though Ali and Tasya have been joining a public speaking club for 2 years, the biggest public speaking challenges in their opinion is anxiety and lack of confidence. Pravitasari & Fuad (2023) also found that lack of self-confidence is a factor that can inhibit students' ability to speak. Besides that, students who lack confidence frequently behave bashfully in class (Pravitasari & Fuad, 2023). This happened to Ali and Tasya who often felt nervous when giving speeches. According to Ali and Tasya, although speaking in front of an audience takes place in a formal setting with people who already know each other, there is still a tendency to be nervous. Based on the discussion above, it can be summarized that public speaking is a challenging task for students. It is often influenced by non-linguistics problems such as anxiety and lack of self-confidence. These factors can prevent students' ability to effectively give public speech which requires proper preparation, fluency, and clear pronunciation. Despite joining a public speaking club for several years, students often struggle with anxiety and lack of confidence which can prevent their ability to effectively give a public speech. Giving speeches in front of an audience takes more mental pressure which sometimes can lead students to face their anxiety and lack of confidence if they were not in good preparation.

Despite all of the public speaking challenges students' face, they have strategies to deal with. Based on the interviews with Ali and Tasya, the writer found that the strategies used by the students to overcome the challenges on

public speaking were understanding material, increase of vocabulary mastery, reading the books or references to improve the mastery of the material. Before the presentation on the stage, Ali's strategy used to request their friends to evaluate his preparation before going to the stage. Ali explained it can be used as a benchmark for preparation before speaking in front of many people. Besides, Tasya used to practice a public speech in front of a mirror. This was used by Tasya as a strategy to evaluate her own gestures and minimize some mistakes. Tucker (2023, p.117) stated that understanding materials refers to developing and justifying an idea that is offered for a listener's consideration. Supporting materials serve a variety of functions in oral presentations such as to clarify the speaker's point, to emphasize the point, to make the point more interesting, and to furnish a basis that enables others to believe the speaker's point. Without supporting materials, an oral presentation is less more than a string of assertions. supporting materials effectively is essential because audiences crave detail and specifics. Supporting material makes students' ideas, arguments, assertions, points, or concepts real and concrete. Sometimes supporting materials are thought of as supports for a bridge (Tucker 2023, p.117). Therefore, while Ali and Tasya prepared themselves before giving a public speech, they also had to fully comprehend the speech material. Ali and Tasya employed this tactic to steer clear of common mistakes and ensure that the audience could properly understand their speech.

In addition, the strategies used by the students to overcome the challenges of public speaking is to memorize some new vocabulary. Students could memorize some new vocabulary that relates to the material as a preparation in case they unexpectedly forget the material they have memorized. Ali stated that if he learned some new vocabularies before giving a public speech, he would be able to replace the forgotten words without changing the meaning. While Tasya argued that learning some new vocabulary can make her speech clearer because she can convey what she wants to share. This is in accordance with a study conducted by Pravitasari & Rahmah (2024) explored that when students acquire a strong vocabulary, their speaking abilities can advance. They can freely convey their thoughts in a foreign language because they understand the vocabulary that represents the content of the messages they will convey in English. Pravitasari & Rahmah (2024) stated that the capacity to identify, comprehend, and employ words appropriately and accurately through speaking, writing, listening, and reading is known as vocabulary mastery. Taslim, et al. (2019) suggests that vocabulary mastery is the competence or knowledge of a collection of words that form a language that can be used by everyone to communicate. Vocabulary mastery was one component for mastering English as a foreign language from elementary to secondary and advanced. The bigger the students master the vocabulary, the better they practice the language. By having more collections of vocabulary in their minds, it can help them communicate in English better and correctly.

The students who join the public speaking club face several challenges both in terms of linguistic and non-linguistic factors. However, the students have strategies to overcome their challenges in public speaking. This study implied with the related study conducted by Budianto (2023) which analyzed challenges and strategies student faced in public speaking at Islamic

boarding school. Related to challenges, this activity has challenges including preparation, time management, and facilities. Even so, several strategies could be taken to overcome these challenges, including arranging preparation and performance schedules, utilizing free time and shifting school schedules into preparation and performance schedules, as well as adding facilities by renting equipment to other parties during activities. The results of related study showed that rehearsal, relaxation, visualization, gestures, and using note card were the strategies to overcome speaking anxiety in public speaking class. It can be concluded that the student found strategies to overcome speaking anxiety in public speaking class. As well as finding ways to improve students' delivery and the way that they speak, they will probably also find areas where they can improve the presentation itself.

Based on the discussion above, it can be concluded that the challenges faced by Ali and Tasya are linguistics and non-linguistics problems, the linguistics problem faced by Ali and Tasya are lack of vocabulary and pronunciation. Meanwhile, Tasya has another problem with grammar. Besides, non-linguistics problems faced by Ali and Tasya are lack of confidence and anxiety. In addition, the strategies used by Ali and Tasya are understanding material, increasing some new vocabulary, practice with their friend, practice alone in front of a mirror, and well-preparation before public speaking.

6. Conclusions

Referring to the data findings and discussion, the writer concluded that the experience regarding the challenges faced in public speaking were linguistics and non-linguistics problems. The linguistic problems faced by students are pronunciation, grammar and vocabulary. While non-linguistics problems faced by students on their participation in public speaking consist of anxiety and lack of self-confidence. The strategies used by the students to overcome the challenges in public speaking were understanding materials, increasing some new vocabulary, practice with friends and ask them to evaluate, and practice alone in front of a mirror.

Author Contributions: The first researcher is responsible for formulating the problem, analyzing the research data and making conclusions. the second researcher is in charge of taking data and processing research data.

Funding: This research received no external funding.

Informed Consent Statement: This study spanned over two months of data gathering. The researchers convened four meetings after class with the participants to detail the research project ethically using discuss informed consent, and distribute consent forms. The researchers also emphasized that their participation was fully voluntary; the participants had to be informed about their rights not to take part in the research if they did not wish to and that withdrawal would not have deliberately negative consequences for them. For ethical purposes, pseudonyms are used in this article.

Data Availability Statement: Not applicable.

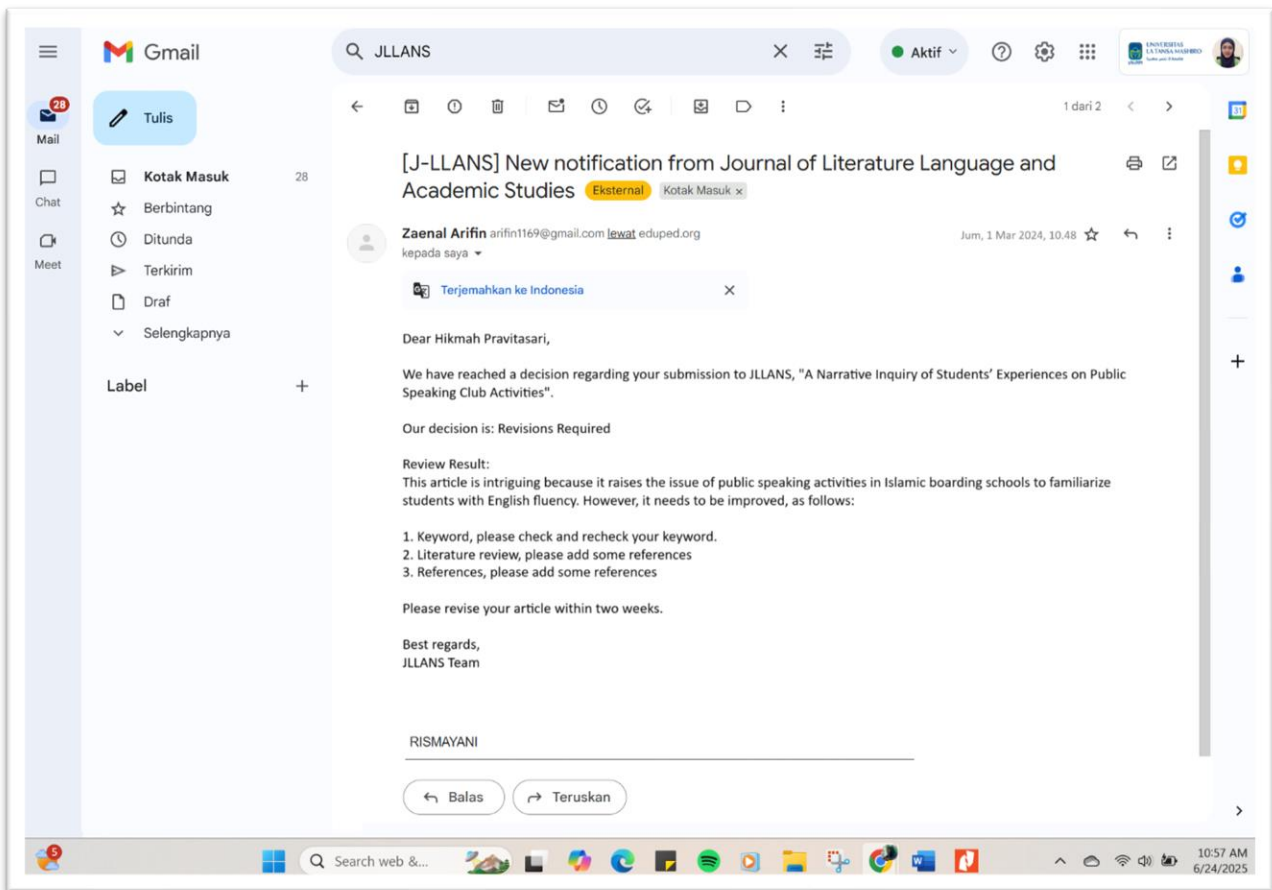
Conflicts of Interest: The author declares no conflict of interest.

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2. Bukti hasil review dan Perbaikan hasil review (1 Maret 2024)



Review Result:

This article is intriguing because it raises the issue of public speaking activities in Islamic boarding schools to familiarize students with English fluency. However, it needs to be improved, as follows:

- Keyword, please check and recheck your keyword.
- Literature review, please add some references
- References, please add some references

RESPONSE TO THE REVIEWERS JLLANS

Dear Editor and Reviewers,

We would like to sincerely thank you for the thoughtful and constructive feedback provided on our manuscript, titled “A Narrative Inquiry of Students’ Experiences on Public Speaking Club Activities,” submitted to JLLANS. We appreciate the time and effort taken to carefully review our work and provide valuable suggestions that have greatly improved the quality and clarity of our study.

In response to the reviewers’ comments, we have carefully revised the manuscript to address all concerns raised. Specifically, we have:

- Clarified and revised the keywords of the abstract section by reducing and replace the appropriate keywords.
- Strengthened the literature review by adding some references.
- Added new references used in the literature review section as citations.

We believe these revisions have significantly enhanced the manuscript’s contribution and readability. A detailed point-by-point response to each reviewer’s comments is enclosed for your consideration.

Thank you once again for your valuable feedback and the opportunity to improve our work. We look forward to your positive evaluation of our revised manuscript.

Best regards,

Hikmah Pravitasari (Corresponding author)

MANUSCRIPT REVISE BASED ON REVIEWERS’ JLLANS FEEDBACK

We appreciate the reviewer's comments on the substance of our article, and we revised it by marking the changes in blue presented in the whole manuscript.

A Narrative Inquiry of Students' Experiences on Public Speaking Club Activities

Hikmah Pravitasari ¹, Muhammad Bagus Paripurna ²

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Abstract: This study explores students' experiences in public speaking club activities related to their challenges and strategies. This study used a narrative inquiry as the research method. The research data were obtained from in-depth interviews and students' weekly journals. The participants in this study were two students who are the most active students in the public speaking club at a private Islamic senior high school in Indonesia. The research data were analyzed using thematic analysis. The results of this study showed that the students' experiences regarding the challenges faced in public speaking were linguistics and non-linguistics problems. The linguistics problems faced by students were pronunciation, grammar, and vocabulary. Besides, non-linguistic problems faced by students consisted of anxiety and lack of self-confidence. The strategies used by the students to overcome the challenges in public speaking were understanding materials, memorizing some new vocabulary, practicing with friends and requesting their feedback, and practicing alone in front of a mirror. This study is limited in location, the number of participants and the type of research instrument. It is recommended for further research to be able to conduct similar research by changing the level of participants and adding variations of research instruments.

Keywords: Narrative Inquiry; Public Speaking Club; Challenges; Thematic Analysis

1. Introduction

Indonesia has many Islamic schools that base the education not only on the academic education, but also the religious, spiritual, and moral education in a comprehensive way. Islamic boarding school students are required to communicate in Arabic and English on a daily basis. However, they predominantly speak Arabic while English is often avoided. Therefore, educators hold extra activities for English outside the classroom, one of them is Public Speaking Activity. This activity has become the content of the private Islamic Senior High School curriculum. Kirkpatrick (2010) states that some private institution introduces compulsory English for students from the elementary level and some other used it as instructional language in all classes in Southeast Asian countries. This article aims to explore and make sense of the stories of two students' public speaking experiences during their involvement in English public speaking club in a Private Islamic Senior High

School, more specifically, this study intends to understand their public speaking challenges and strategies to overcome the challenges of their involvement in public speaking club activity using narrative inquiry.

Based on the pre-observation in a public speaking club at a private Islamic Senior High School in Indonesia through interviews, most students claimed they have learned English for many years but cannot speak it properly. Students sometimes felt nervous especially while giving a speech in public, they have fear of making mistakes while giving a speech in front of instructors who evaluate their speech. Moreover, while students give public speeches in front of audiences which are their friends. Leong & Ahmadi (2017) argue that students' participation in speaking English is very low. In contrast with Leong and Ahmadi (2017), Islamic boarding school language policy requires students and teachers to speak in Arabic and English to communicate on a daily basis. Even though the school has made language regulations, many of the day-to-day activities that preferred the Arabic language. This situation makes the students have a tendency to use Arabic rather than English, which eventually influences students' ability to speak English. Based on the research conducted by Boonkit (2010) about the factors increasing the development of speaking skills, the result represents that the use of appropriate activities for speaking skills can be a good strategy. Therefore, a private Islamic high school in Banten held public speaking as an extracurricular program. This activity aims to improve students' speaking skills and supposed to dispose their fear and anxiety of speaking English.

Numerous studies about public speaking as a tool or technique to improve students' speaking skills inside the classroom had often been conducted (Abrar, 2019; Mahmudi & Anugerahwati, 2021; Nadia & Yansyah, 2018; Pravitasari & Fauziyah, 2024; Rosyid & Pravitasari, 2020). Those studies focused on the use of English public speaking as the method and technique inside the classroom activities. Meanwhile, this study aimed to explore the experience of language learning through learners' stories of their involvement in English public speaking club as an extracurricular outside the classroom using narrative inquiry.

2. Literature Review

2.1. Narrative inquiry

Narrative inquiry is one of the multiple methodologies under the umbrella of qualitative research and appropriate for the study of human experiences. The theoretical basis for this research stems from Connelly and Clandinin (2006) who argue for the development and use of narrative inquiry as a methodology. According to Clandinin and Connelly (2000) narrative inquiry is a process of gathering information for the purpose of research through story-telling as the researchers explores experience. Narrative inquiry comes from a view that human experience is conveyed by human beings who as storytelling organisms, individually and collectively lead storied lives. Polkinghorne (1995) differentiated two forms of narrative inquiry as Analysis of Narratives and Narrative Analysis. Analysis of narratives means the use of story as data which is analyzed by using standard procedures for qualitative content or thematic analysis. Besides, narrative analysis refers to the use of storytelling as a means a way to analyze non-narrative data. This study uses analysis of narratives because the researchers

got the data by interview as a story then analyzes it. According to Wetherby (2011), English club is a media bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students' motivation and build up their confidence to speak as much as possible. English club is one of alternative ways to develop speaking ability for the students. Furthermore, English club becomes a facilitator for students to improve their ability in mastering English skill especially speaking skill.

2.2. English Public Speaking Extracurricular

Boarding Schools are the institutions that provide English public speaking program to students. The program has an important role in teaching. The implementation of English public speaking extracurricular in boarding schools should be based on the program supporting students learning speaking through speaking activities. According to Wetherby (2011), English club is a media bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students' motivation and build up their confidence to speak as much as possible. Public speaking is the art of speaking in public. This is due to the large number of listeners who attended. Such as in a meeting, conference, academic presentation, and so on. The art of public speaking requires skill and courage. speakers are not only trying to overcome nervousness; a public speaker is required to have speaking skills and abilities that are easy to understand in a short time and are not complicated (Amelia, et al., 2022). The elements inside public speaking are as follows based on Nurudin (2007) such as speaker, message, medium, listener, feedback, interference, situation.

2.3. Students' Challenges in Public Speaking

Students often experience difficulties and challenges in the process of learning to speak English. Ur (2009) portrays a few challenges in speaking activities that encountered by the students, those are the matter of inhibition, nothing to say, low or uneven participation and mother tongue use such as inhibition, nothing to say, low participation, mother-tongue use. On the other hand, Brown (2001) offers some characteristics that must be taken into account in the productive generation of speech, but with a slight twist in that, the learner is now a producer. Brown (2001) portrays some characteristics of spoken language which can make oral performance easy as well as, in some cases difficult such as clustering, redundancy, reduced form, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation. The problems in speaking above can be overcome by the public speaking program, one of the reasons is in the matter of inhibition. The public speaking program allows students to express their thoughts in English, so there will be no more shame, the other hand their vocabularies will increase along with this activity, and the used of mother tongue will be decreased. Learning English is not easy task, students often face some problem when they are learning speaking. In the other hand, some problem become the challenges for the students in learning public speaking. EFL learners frequently face both linguistic and non-linguistic problems.

2.4. Linguistics Problem

Based on the linguistics perspective, in linguistic problems there are three factors that contribute to students speaking problems, they are: grammar, vocabulary and pronunciation. The linguistics problems include all of the difficulties found in the target language itself encountered by

student who is studying the language. Linguistics is a scientific study of language such as the study of language structure (grammar), words, and phonology. According to Spolsky & Hult (2008), generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation. There are some linguistics problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation. Those problems are as follows:

4) Vocabulary

Vocabulary is an individual word or a set of words which have specific meaning. Vocabulary is the knowledge of meanings of words. The words come in at least two forms; oral and print. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how to combine the vocabularies into a good sentence. Pravitasari & Rahmah (2024) also stated that in the actual communication, the focus was on the substance and how to respond, rather than proper grammar expression. Students know what they are going to say in the source language, but when they have to switch the language itself into the target language such as English, they often get confuse to combine and use the proper vocabularies needed.

5) Grammar

Grammar is often an error and obstacle that students often experience when learning to speak English. Fitriani, et al. (2015) defines grammar as a study in which sentences are structured and formatted, so it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively. Grammar become difficult to the learners who do not learn a structure at a time.

6) Pronunciation

For non-native English country students like in Indonesia, the pronunciation of English words is challenging and sometimes becomes difficult when influenced by the local languages. Hinkel (2005, p.491) proposes that a second language learner needs to master the individual characteristic of the sound of a new language. Furthermore, it will be good for the students to be able to speak naturally like the native-speaker itself. English has become a language which connects people all over the world. The second or foreign language learners are also demanded to speak English naturally like native speaker.

2.5. Non-linguistics Problem

Psychological problems are those problems, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards student's speaking performance. Horwitz (2001) adds that the psychological component contributes at least as much and often more to language learning than the linguistic aspect", which means that psychological aspect is related to output process in communication, the students with high or strong affective filters will not be receptive to language input or will have difficulty in processing it. Here some psychological problems that may disturb the students when they are speak in performance.

4) Fear of making mistake

Fear of making mistakes is one of the factors that hinder students in learning to speak English. Susilawati, et al. (2017) refers fear of making mistakes as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of automatic nervous system. It is tendency on part of some people tries to avoid, and even fear communicating orally. Those factors may considered contribute as debilitate factors to students speaking ability.

5) Lack of confidence

Concept of self-confidence relates to self-assuredness in one's personal judgement, ability, power, sometimes manifested excessively. According to Fitriani, et al. (2015) over a quarter of a million people in this world have problems towards their confidence, lack of self-confidence may bring the students into a threat of believing that they are not going to be a good English speaker. Lack of self-confidence also becomes a great problem which affect students' speaking performance. It is difficult for the students to master English speaking if they are not confident with their own speaking ability.

6) Apprehension of other evaluation

Apprehension of other evaluation is also one of the causes of problems in public speaking. Horwitz (2001) has noted that communication apprehension of other evaluation may affect learners when practicing both L1 and L2. Likewise, McCroskey (2005) revealed that there is a direct link between lack of confidence in one's skills and reluctance to be involved in interaction with other people as it will directly exposes a person to be evaluated by other people. It makes the students afraid to speak as well as they know in front of audience.

2.6. Students' Strategies to Overcome the Challenge

Some strategy in overcoming their speaking anxiety in public speaking class such as rehearsal, relaxation, visualization, gestures and using note card. Some studies have concluded that preparation should be planned properly so that students do not feel flustered or lost when they have to speak. The public speaking process involves a lot of preparation and practice to help students become a good speaker. Rehearsal is vital for a good presentation. By rehearsing, students may to refine the presentation, the language and tone he will use, as well as the fine points of delivery. Moreover, relaxation training was effective in reducing anxiety in any kind of participant, male or female, young or old, affected or not by physical or psychological disorders (Francesco, et al., 2009). Visualization is a mental practice of imagining or meditating, with a particular focus on imagery. It is a popular relaxation technique that involves using our imagination to experience a desired feeling such as peacefulness, confidence, or motivation. Visualization can also help reduce feelings of nervousness. On the note card, students can write some main points that they will be delivered. The purpose of student's note card was to help them remember their speech outline from the beginning of the sequence of their ideas and some important ideas in case they forgot what they were going to say.

3. Research Methodology

3.1. Research Method

Since this study employs a narrative inquiry, the qualitative method is adequate in gaining the students' stories of their experiences in joining the

English public speaking club. A narrative inquiry is needed to provide in-depth information regarding students' experiences of their involvement in public speaking club. The process of narrative inquiry of students' stories towards their experiences used individuals' narratives. A narrative inquiry design is used to explore one's lived experience (Clandinin & Connelly, 2000). The purpose of this narrative inquiry study was to explore students' experiences about their challenges in the Public Speaking Club and How do the students overcome their challenges in the Public Speaking Club. The research procedure was taken from Creswell (2012). The procedure represented clear and comprehensive stage in conducting this narrative inquiry. Then, it was operationalized into the research context. The stages are follows: Step 1: Identify a phenomenon to explore that addresses an educational problem. In this step, the researchers conducted pre-observation through interview. Step 2: Select one or more participants to study. In this study, two participants were selected by convening a meeting with twenty students who are a member of the public speaking club for over one year. Step 3: Collect stories from the participants. The researchers collected the stories from participants through in-depth interview, and collecting participants' journals. Step 4: Retell the participants' stories. In this step, data analysis was conducted. This research used thematic analysis. The analysis focuses on the content of the story rather than on the linguistic features of the utterances. Step 5: Collaborate with the participants/storyteller. The researchers collaborated with participants to retell their stories. The researchers held regular meetings to notify and discuss the research topics to maintain good contact. The participants are also free to tell their opinions if they are still in line with the study. The researchers also asked for clarification and confirmation of the collected information/data to avoid bias. Step 6: Write a story about the participant's experience. In this step, the researchers reported finding by using thematic analysis. The findings section is divided into a number of subsections representing the main themes that resulted from the analysis of the data. Step 7: Validate the report's accuracy. The data validation used methodological and data sources triangulation.

3.2. Setting and Participants

This study is carried out at a private Islamic senior high school in Indonesia. Participants were selected by convening a meeting with twenty students who are an active member of the public speaking club for over one year. The researchers asked them to participate voluntarily in doing interviews. Two participants Ali and Tasya (one male and one female, pseudonyms) are the most active students in public speaking club and have been joining for over 2 years, they agreed to be recruited as interviewees in this research. The participants are 2nd grade of senior high school students in a private Islamic senior high school in Indonesia. The researchers convened four meetings after class with the participants to detail the research project ethically using discuss informed consent, and distribute consent forms. The researchers also emphasized that their participation was fully voluntary; the participants had to be informed about their rights not to take part in the research if they did not wish to and that withdrawal would not have deliberately negative consequences for them

3.3. Data Collection and Analysis

Data were collected through in-depth interviews using Bahasa Indonesia to ensure full understanding of the research purpose. The interview lasted 40-50 minutes and will be conducted in a relaxed and conversational way and at each session, the participants shared their experiences in the English public speaking club. In addition, each participant will be interviewed twice where they share their perceptions of their life experiences in joining a public speaking club. They are asked to describe to what extent and how are students able to apply what they learn from public speaking club experiences to support students' speaking outcomes, to describe what are the challenges in joining the public speaking club and how do the students overcome such challenges, to describe what types of speaking skills experiences are being offered for the students in the public speaking club. For the data analysis in this study, the data were treated as a bottom-up, inductive, and emergent process to find emerging themes by way of using several levels of coding while analyzing the data to find relevant events, experiences, and expressions to create the themes. This thematic analysis (Riesman, 2003) applied in this study emphasizes "what" is said more than "how" it is said, the "told" rather than the "telling." The analysis focuses on the content of the story rather than on the linguistic features of the utterances.

4. Results

In this section, the researcher reported the stories from the participants regarding experiences of Public Speaking in the context of Islamic Senior High School, specifically in challenges and strategies in public speaking. The narratives of each participant including, (1) the challenges faced by the students in public speaking (2) the strategies used by the students to overcome the challenges in public speaking. All the themes were presented separately.

4.1. A Narrative Inquiry of Ali's Experiences on Public Speaking

4.1.1. Ali's story: public speaking programs can increase my confidence, braveness in speaking and developing my vocabularies.

Ali is a student who is very interested in learning English, including learning to speak in front of many people as public speaking. In his weekly journal, he revealed that public speaking at the beginning was the most difficult part, but over the time, he found his own way develop his confidence level in speaking. As he stated on the interview:

"Public speaking obligates students to speak up in front of the audience, this program is expected to speak in public bravely". (Interview with Ali on November 21th, 2022).

Public speaking can increase his confidence level, he is expected to speak in public bravely, so whatever his material, whether it is good or not, the main point is to train him to be brave to speak in front of other people. Public speaking promotes a variety of critical thinking skills, in addition to specific language skills and strategies. Ali always prepares himself before he had a public speech, while he prepares himself, he also prepares the material

and memorize some new vocabularies which are related. Ali always makes a note card to jot down the key points to be delivered. As he said that:

"Before I make a public speech, I prepare several things, including the material to be delivered and memorizing it, searching some vocabularies which are related to the material, and make a note card to note the important points to be delivered". (Interview with Ali on November 21th, 2022).

The insights gained during preparation activities allow him to approach the materials with a critical eye, and these skills can be transferred to new materials and contexts. Public speaking tasks require him to develop support for his arguments. He had to understand the topic and make his own arguments and write them down to be scripts, then he will memorize them. he can learn new vocabulary in every new material he gets and it will develop his vocabularies. He will also be trained in writing the key points in a topic because he always makes a notecard in every public speaking he had.

4.1.2. The challenges faced by Ali on public speaking

Ali is a student who learned about public speaking since two years ago, or since he became part of the students at fourth grade at a private Islamic Senior High School in Indonesia. Any things were experienced by him, one of which was being required to make public speaking. According to Ali, public speaking is an extraordinary experience, because it takes a strong mentality and a high level of confidence to stand on the stage, especially to convey messages that contain religion. Not only speaking Indonesian language, this school also requires all students to give speeches in three languages, namely English, Arabic and Indonesian. As he shared his experience about regarding his participation in public speaking:

"In my opinion, public speaking program is an extraordinary experience, because it takes a strong mentality and a high level of confidence to stand on the stage, especially when conveying messages that contain da'wah. Not only in Indonesian, this school requires all students to speak in three languages, such as English and Arabic". (Interview with Ali on November 21th, 2022).

Based on the information above, according to Ali, public speaking is an extraordinary program that can build the mentality to how to speak in front of people. But in his opinion, speaking English in daily activities is difficult. Moreover, public speaking requires good preparation, understanding the content of the message is essential to obtain fluency and clarity in speech so that the audience can understand what he is conveying. As he shared his experience about his participation in public speaking:

"Public speaking in English language requires good preparation, understanding the contents of the message to be conveyed, fluency in speaking, clarity, making the audience understand what we are saying, and many others. Even though I have been in this school almost 6 years ago, the biggest challenge in public speaking in my opinion is anxiety and lack of confidence". (Interview with Ali on November 21th, 2022).

The experiences by Ali are feelings that often happen to everyone when they are speaking in front of many people. Even the effect of those feelings, can make the material that has been prepared disappear or going blank, of course these will have an impact on the process of delivering the message in front of the audience. As Ali said that:

“Actually, anxiety and lack of self-confidence arise when I am unprepared, I mean, I don’t memorize all of the material that I will convey, so basically it all depends on how prepared I’m in memorizing and understanding the content of the material”. (Interview with Ali on November 21th, 2022).

It is understandable from Ali’s experience that a lack of self-confidence and anxiety will arise from a lack of preparation.

“I still find it difficult to convey messages itself, so in memorizing, I often want to speak English as I speak Indonesian, which is when there is a part that I forget, I can replace it easily with another sentence but without changing the main meaning. However, the problem is that I am often confused because I only have a little vocabulary, that makes my message, which I forgot, was not delivered and missed”. (Interview with Ali on November 21th, 2022).

Lack of vocabulary is one of the important things that can make speaker failed in public speaking, because when material is forgotten, the role of vocabulary is very important to replace it. Based on information about the challenges faced by Ali in public speaking are anxiety, lack of confidence, pronunciation, lack of vocabulary and lack of preparation.

4.1.3. The strategies used by Ali to overcome his challenges on public speaking

The strategies used by Ali to solve his challenges in public speaking are understanding material and memorizing some new vocabulary. As he said that:

“Strategy in order to understand the material when I’m presenting using English, my strategy in improving focus on material I compile to present. I will also memorize some new vocabulary, as preparation material if I suddenly forget the material I memorized”. (Interview with Ali on November 21th, 2022).

From the information above, the strategy of understanding material is very important, to increase vocabulary mastery, reading the books or references to improve the mastery of the material before presenting the material.

“Before the presentation on the stage, I also usually request my friends to test my preparation, and during my speech, I ask my friends to adjust my speech to my material, then at the end, I ask my friends to evaluate my speech for deficiencies in what I did.” (Interview with Ali on November 21th, 2022).

From the data above, it can be concluded that the strategy used by Ali is requesting his friend to test his preparation before going to the stage. He asks his friends to notice if there is a mistake or if his speech going far away from his material. At the end, his friends will evaluate his speech in order to know the deficiencies of his speech. He explained it can be used as a benchmark for preparation before speaking in front of many people.

“Testing by my friends, it can measure the extent of my preparation and train my self-confidence. If my preparation is still far from 100%, I will study harder at memorizing”. (Interview with Ali on November 21th, 2022).

Based on information about the strategies used by Ali to overcome his challenges in public speaking, they are understanding material, increasing some new vocabulary, and requesting his friends to test him before speaking on the stage.

4.2. A Narrative Inquiry of Tasya’s Experiences in Public Speaking

4.2.1. Tasya's story: public speaking an ideal way to display my knowledge and provides opportunities to practice all four language skills

Tasya is a student who is very critical thinking practice, and sharing her knowledge to others. Public speaking is an ideal way to display her knowledge. Through her presentations, she has given the opportunity to demonstrate what she has learned. As she shared her experience about her participation in public speaking:

"Public speaking is an ideal way for me to display my knowledge. Through my presentations, I give the opportunity to demonstrate what I have learned. Public speaking for me will certainly reap the benefits of integrated skills practice, critical thinking practice, and improved learning. I will gain confidence in speaking and will learn to express myself in clear". (Interview with Tasya on November 21th, 2022).

This type of task pushes her to synthesize knowledge from a variety of sources and to take on a teaching role by explaining her topic to the rest of the audience. This kind of self-explanation has been found to correspond with higher levels of comprehension and conceptual understanding. She learns more by explaining facts to others. Additionally, planning for presentations (and potential questions from peers) leads to deeper processing and more complete understanding of the content. Public speaking for her will certainly reap the benefits of integrated skills practice, critical thinking practice, and improved learning. She will gain confidence in speaking and will learn to express herself in clear and articulate ways. As she said that:

"Presentation or speech tasks utilize and strengthen listening, speaking, reading, and writing skills. There is naturally a strong focus on speaking; spoken language is vital in delivering a clear, coherent speech. I will develop strong reading and writing skills during task preparation". (Interview with Tasya on November 21th, 2022).

Presentation or speech tasks utilize and strengthen listening, speaking, reading, and writing skills. According to Tasya, speaking skills are the most essential skills to be strengthened. She stated that speaking skills are very important and has a deeper affect to her public speaking performance. During task preparation, she will improve her reading and writing skills. As learners take notes and finish argumentative essays in preparation for oral presentations, she must skim and scan a wide variety of sources and study crucial items in depth.

4.2.2. The challenge faced by Tasya on public speaking

The capacity to speak a second or a foreign language is regularly compared with the capability in the language. Without a doubt, one dissatisfaction normally faced by Tasya is that she has spent numerous years concentrating foreign language (including English), yet at the same time, she cannot speak it. One of the fundamental problems is that speaking usually takes place spontaneously in real time, which means that planning and production overlap. If a lot of consideration is paid to arranging, production suffers, the effect is a loss of fluency. On the other hand, if the speaker's attention is directed on production, it is likely that accuracy will suffer. As she shared her experience about her participation in public speaking:

"I'm often inhibited about trying to say things in a foreign language on the stage: I'm worried about making mistakes, fearful of criticism or losing face, or simply

shy of the attention that their speech attracts". (Interview with Tasya November 21th, 2022).

Based on her experience, unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. She often inhibited about trying to say things in a foreign language in front of many people. She worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that her speech attracts. Then the writer can conclude that her challenges on public speaking is lack of confidence. As Tasya approved:

"I often complain that I cannot think of anything to say: I have no motive to express myself beyond the guilty feeling that I should be speaking". (Interview with Tasya on November 21th, 2022).

Based on her experience, she often panics and stops for a while in speaking, and the worst thing is she does not say anything for 30 seconds until a minute. Then the writer can conclude that her challenges in public speaking are anxiety.

"The most difficult thing in public speaking in my opinion is about the pronunciation itself, if I can compare it with Arabic, I am more comfortable speaking Arabic, because in writing the Arabic pronunciation is the same, while English is different". (Interview with Tasya on November 21th, 2022).

From the data above, she felt more difficult when pronouncing English rather than Arabic. She felt more comfortable in speaking Arabic because the pronunciation is same as written text itself. But in English, the pronunciation sometimes different and it makes she felt difficult. To conclude, she got difficulty with pronunciation when she wants to speak English. She did not know how to spell the word correctly. So, this is a linguistics problem that faced by her.

"There is the challenge is even though the public speaking it was held classy and together which already known each other absolutely there is a sense of nervous after that sometimes there is a feeling of lack vocabulary, so the greatest of my challenge is if I speak English or deliver a speech in English and I faced my grammar was error and when grammar inappropriate once spontaneously it will be lost all that contains in the grammar". (Interview with Tasya on November 21th, 2022).

These showed that how does the grammar become a source of her difficult in English public speaking. According to the interview results, she has difficulties with grammar, vocabulary, pronunciation, comprehension, and fluency, all of which were linguistic problems. Beside about linguistic problem, the challenges faced by Tasya are lack of confidence and anxiety.

4.2.3. The strategies used by Tasya to overcome her challenge in public speaking

Although she found the challenges or difficulties in English public speaking program, she has a way to reduce her difficulties. She tried to practice more and speaking a lot. As she shared her experience about her participation in public speaking:

"The first is I often practice it, next is often heard people talking, then is reading. Learn firstly, which is already know just use it. After that, I have to practice it even though there is still an error". (Interview with Tasya on November 21th, 2022).

The explanation above showed that she has to practice it after learning or hearing the other speech. It can be concluded that practice and speak a lot

is the way to implement the knowledge and vocabulary that she has to learn before in order to make her more fluently in speaking English. She also stated how she dealt with her difficulties. Like through practice a speech alone in front of the mirror or testing by her friends.

"I often practice alone in front of the mirror or testing by my friends. I supposed that the person in front of me is audience". (Interview with Tasya on November 21th, 2022).

From the response above, the writer can conclude that Tasya had to prepare her performance of public speaking to be success with good preparation by memorizing the text or script. On the other hand, she argued that practicing constantly in front of a mirror while visualizing a large crowd watching her would help her avoid the issue of being terrified and nervous.

Based on the interview above with two respondents (Ali and Tasya), the writer can find some summarized about their opinion in participating on public speaking, challenges, and strategies to overcome their challenges itself. According to Ali, public speaking program can increase his confidence, and braveness in speaking. Besides, Tasya stated that public speaking is an ideal way to display her knowledge and provides her opportunities to practice all four language skills (see table 1). The writer found some similarities about linguistics and non-linguistic problem faced by Ali and Tasya. On the linguistics problems, both of them were felt difficult in pronunciation and vocabularies. Meanwhile, Tasya has another problem in a grammar. Besides, non-linguistics problem faced by them are lack of confidence and anxiety (see table 1).

Table 1. Student's Experience on Public Speaking Such as Students' Story, Challenges and Strategies to overcome it

Aspect	Ali		Tasya
Story	Public speaking program can increase my confidence, braveness in speaking and developing my critical thinking		Public speaking an ideal way to display my knowledge and provides opportunities to practice all four language skills
Challenges	Linguistic Problem	6) Lack of vocabulary 7) Pronunciation	8) Grammar 9) Lack of Vocabulary 10) Pronunciation
	Non-Linguistic Problem	3) Anxiety 4) Lack of confidence	3) Lack of confidence 4) Anxiety
Strategies	4) Understanding material 5) Increase some new vocabulary 6) Practice in front of his friends and ask an evaluation		3) Practice in front of mirror 4) Well-preparation (understanding material)

Drawing on interview data and students weekly journal, the challenges faced by Ali and Tasya are linguistics and non-linguistics problems, the linguistics problem faced by Ali and Tasya are lack of vocabulary and pronunciation. Meanwhile, Tasya has another problem with grammar.

Besides, non-linguistics problems faced by Ali and Tasya are lack of confidence and anxiety. In addition, the strategies used by Ali and Tasya are understanding material, increasing some new vocabulary, practice with their friend, practice alone in front of a mirror, and well-preparation before public speaking.

This narrative inquiry showed that Ali and Tasya expressed their experiences regarding the challenges and strategies during their involvement in public speaking activity. The stories of their experiences served as a narrative site where the member of public speaking club in Islamic boarding schools are able to overcome the various challenges by formulating several strategies they used during their participation in public speaking activity.

5. Discussion

Students' challenges in public speaking can be divided into two categories. The first is linguistics problems, such as limited comprehension in grammar, a lack of vocabulary and pronunciation (Spolsky & Hult, 2008). The other category involves non-linguistics problems, such as lack of confidence, fear of making mistakes, anxiety, and Apprehension of other evaluation (Horwitz, 2011). Based on the findings there are three linguistics problems faced by Ali and Tasya while giving a public speech, there are pronunciation, lack of vocabulary, and poor in grammar. In public speaking activities at a private Islamic senior high school context, the students are required to speak in front of audiences and instructors. The instructor will evaluate the speaker's performance when they are delivering a public speech and determine how well they can develop the speech material. This situation often causes Tasya felt difficult in stacking words because she still limited comprehension of grammar. Based on the interviewed with Tasya, the writer found that the challenges faced by students on public speaking is grammar. Although speaking in front of an audience takes place in a formal setting with people who are already know each another, there is still a tendency for Ali and Tasya to be nervous, which might result in grammatical mistakes. This is in accordance with the theory put forward by Harmer (2001, p.12) stated that the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Grammar is one of important aspect of speaking because if an utterance can has different meaning if the speaker uses incorrect grammar.

Public speaking material development requires students to explore related vocabulary. It becomes difficult for Ali and Tasya to utilize several vocabularies to effectively represent the subject because they are still unable to memorize a lot of vocabulary. Ali admitted that he often felt confused when he wanted to replace the sentence without changing the meaning because he had lack of vocabulary. Based on the interviewed with students' experiences, the writer found that the challenge faced by the students on public speaking is a lack of vocabulary. This is in accordance with the statement put forward by Pravitasari & Rahmah (2024) stated that vocabulary confusion severely limits EFL learners' ability to communicate in real life. People cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar

only less word can be conveyed, but without vocabulary nothing can be conveyed.

Moreover, Ali and Tasya frequently had difficulties in pronunciation. Tasya admitted that the Arabic pronunciation was easier than the English pronunciation. She thought that the English pronunciation differs from the text itself. Based on the interviewed with students' experiences, the writer found that the students still make mistakes in pronunciation. The students realized when they spoke English still use some mother tongue and also sometimes there were some words that still strange in their ears to pronounce. Hence, it makes students cannot convey the speech correctly. The most difficult thing in public speaking in students' opinion is about the pronunciation itself. If they can compare it with Arabic, they more comfortable speaking Arabic. Because in Arabic writing, the pronunciation is the same as in words, while English is different. This is in accordance with the theory by Pollard (2008, p.6) stated that pronunciation is the way students to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, the audience might find it difficult to understand. Hence, it can be seen that effective pronunciation is essential for public speakers to make their speeches easy to understand.

Another challenge in public speaking is the non-linguistics problem. This study found there were various non-linguistics factors affected to students' speaking skills such as anxiety and lack of self-confidence. Based on the interviews with the students' experiences, the writer found that the challenges faced by the students on public speaking were anxiety and lack of confidence. Public speaking in the English language requires good preparation, understanding the contents of the message to be conveyed, fluency in speaking, clarity, and making the audience understand with effective pronunciation. Even though Ali and Tasya have been joining a public speaking club for 2 years, the biggest public speaking challenges in their opinion is anxiety and lack of confidence. Pravitasari & Fuad (2023) also found that lack of self-confidence is a factor that can inhibit students' ability to speak. Besides that, students who lack confidence frequently behave bashfully in class (Pravitasari & Fuad, 2023). This happened to Ali and Tasya who often felt nervous when giving speeches. According to Ali and Tasya, although speaking in front of an audience takes place in a formal setting with people who already know each other, there is still a tendency to be nervous. Based on the discussion above, it can be summarized that public speaking is a challenging task for students. It is often influenced by non-linguistics problems such as anxiety and lack of self-confidence. These factors can prevent students' ability to effectively give public speech which requires proper preparation, fluency, and clear pronunciation. Despite joining a public speaking club for several years, students often struggle with anxiety and lack of confidence which can prevent their ability to effectively give a public speech. Giving speeches in front of an audience takes more mental pressure which sometimes can lead students to face their anxiety and lack of confidence if they were not in good preparation.

Despite all of the public speaking challenges students' face, they have strategies to deal with. Based on the interviews with Ali and Tasya, the writer found that the strategies used by the students to overcome the challenges on

public speaking were understanding material, increase of vocabulary mastery, reading the books or references to improve the mastery of the material. Before the presentation on the stage, Ali's strategy used to request their friends to evaluate his preparation before going to the stage. Ali explained it can be used as a benchmark for preparation before speaking in front of many people. Besides, Tasya used to practice a public speech in front of a mirror. This was used by Tasya as a strategy to evaluate her own gestures and minimize some mistakes. Tucker (2023, p.117) stated that understanding materials refers to developing and justifying an idea that is offered for a listener's consideration. Supporting materials serve a variety of functions in oral presentations such as to clarify the speaker's point, to emphasize the point, to make the point more interesting, and to furnish a basis that enables others to believe the speaker's point. Without supporting materials, an oral presentation is less more than a string of assertions. supporting materials effectively is essential because audiences crave detail and specifics. Supporting material makes students' ideas, arguments, assertions, points, or concepts real and concrete. Sometimes supporting materials are thought of as supports for a bridge (Tucker 2023, p.117). Therefore, while Ali and Tasya prepared themselves before giving a public speech, they also had to fully comprehend the speech material. Ali and Tasya employed this tactic to steer clear of common mistakes and ensure that the audience could properly understand their speech.

In addition, the strategies used by the students to overcome the challenges of public speaking is to memorize some new vocabulary. Students could memorize some new vocabulary that relates to the material as a preparation in case they unexpectedly forget the material they have memorized. Ali stated that if he learned some new vocabularies before giving a public speech, he would be able to replace the forgotten words without changing the meaning. While Tasya argued that learning some new vocabulary can make her speech clearer because she can convey what she wants to share. This is in accordance with a study conducted by Pravitasari & Rahmah (2024) explored that when students acquire a strong vocabulary, their speaking abilities can advance. They can freely convey their thoughts in a foreign language because they understand the vocabulary that represents the content of the messages they will convey in English. Pravitasari & Rahmah (2024) stated that the capacity to identify, comprehend, and employ words appropriately and accurately through speaking, writing, listening, and reading is known as vocabulary mastery. Taslim, et al. (2019) suggests that vocabulary mastery is the competence or knowledge of a collection of words that form a language that can be used by everyone to communicate. Vocabulary mastery was one component for mastering English as a foreign language from elementary to secondary and advanced. The bigger the students master the vocabulary, the better they practice the language. By having more collections of vocabulary in their minds, it can help them communicate in English better and correctly.

The students who join the public speaking club face several challenges both in terms of linguistic and non-linguistic factors. However, the students have strategies to overcome their challenges in public speaking. This study implied with the related study conducted by Budianto (2023) which analyzed challenges and strategies student faced in public speaking at Islamic

boarding school. Related to challenges, this activity has challenges including preparation, time management, and facilities. Even so, several strategies could be taken to overcome these challenges, including arranging preparation and performance schedules, utilizing free time and shifting school schedules into preparation and performance schedules, as well as adding facilities by renting equipment to other parties during activities. The results of related study showed that rehearsal, relaxation, visualization, gestures, and using note card were the strategies to overcome speaking anxiety in public speaking class. It can be concluded that the student found strategies to overcome speaking anxiety in public speaking class. As well as finding ways to improve students' delivery and the way that they speak, they will probably also find areas where they can improve the presentation itself.

Based on the discussion above, it can be concluded that the challenges faced by Ali and Tasya are linguistics and non-linguistics problems, the linguistics problem faced by Ali and Tasya are lack of vocabulary and pronunciation. Meanwhile, Tasya has another problem with grammar. Besides, non-linguistics problems faced by Ali and Tasya are lack of confidence and anxiety. In addition, the strategies used by Ali and Tasya are understanding material, increasing some new vocabulary, practice with their friend, practice alone in front of a mirror, and well-preparation before public speaking.

6. Conclusions

Referring to the data findings and discussion, the writer concluded that the experience regarding the challenges faced in public speaking were linguistics and non-linguistics problems. The linguistic problems faced by students are pronunciation, grammar and vocabulary. While non-linguistics problems faced by students on their participation in public speaking consist of anxiety and lack of self-confidence. The strategies used by the students to overcome the challenges in public speaking were understanding materials, increasing some new vocabulary, practice with friends and ask them to evaluate, and practice alone in front of a mirror.

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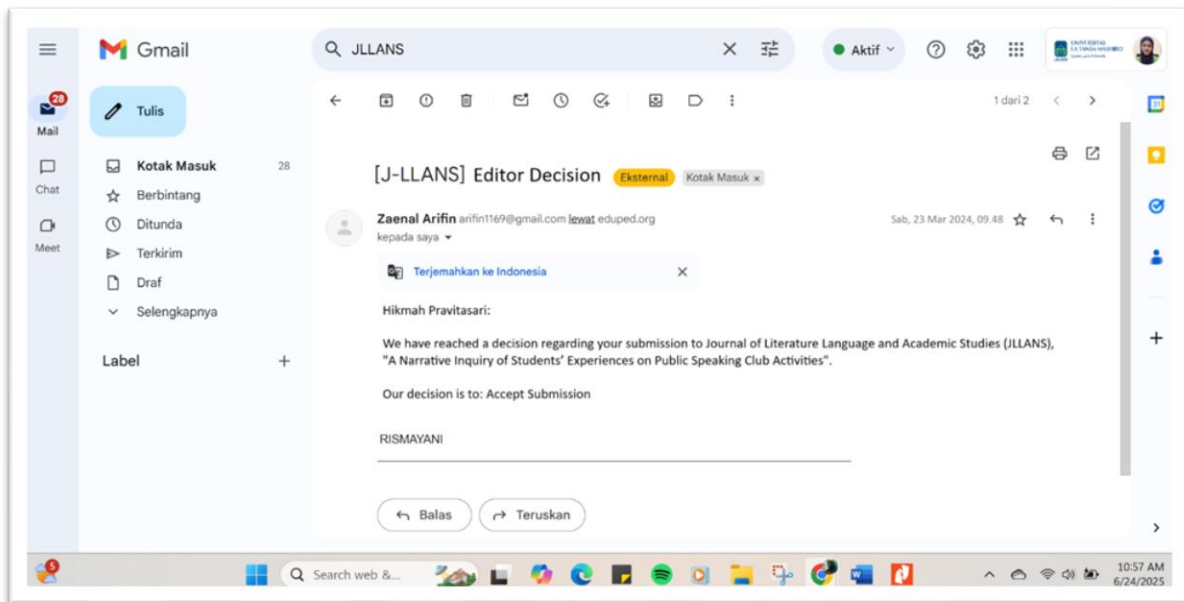
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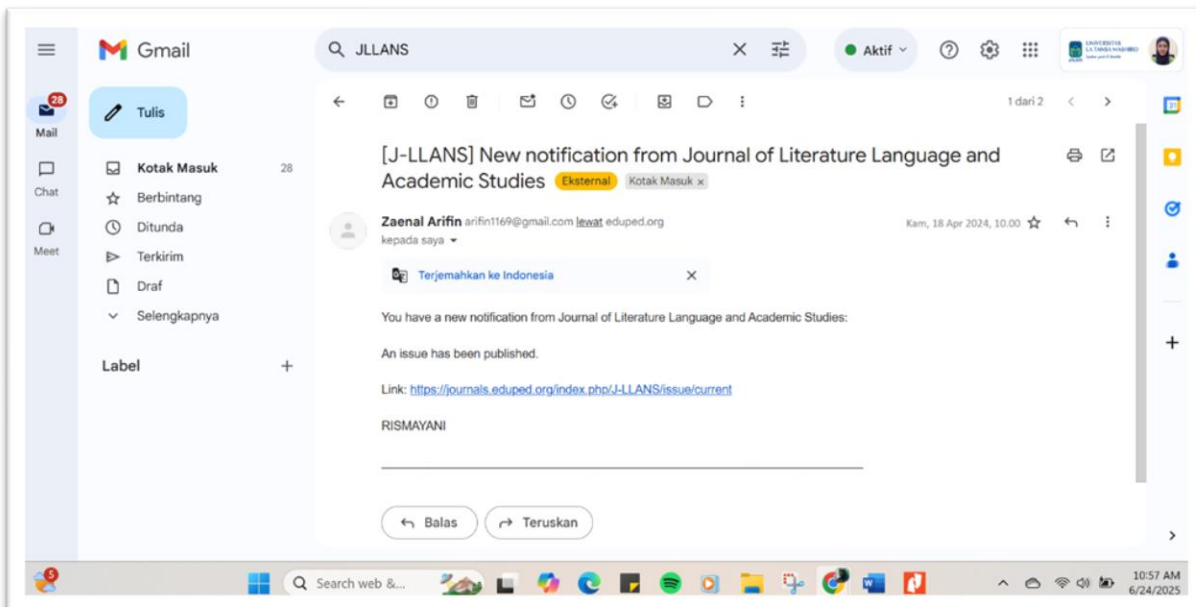
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Article

A Narrative Inquiry of Students' Experiences on Public Speaking Club Activities

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Abstract: This study explores students' experiences in public speaking club activities related to their challenges and strategies. This study used a narrative inquiry as the research method. The research data were obtained from in-depth interviews and students' weekly journals. The participants in this study were two students who are the most active students in the public speaking club at a private Islamic senior high school in Indonesia. The research data were analyzed using thematic analysis. The results of this study showed that the students' experiences regarding the challenges faced in public speaking were linguistics and non-linguistics problems. The linguistics problems faced by students were pronunciation, grammar, and vocabulary. Besides, non-linguistic problems faced by students consisted of anxiety and lack of self-confidence. The strategies used by the students to overcome the challenges in public speaking were understanding materials, memorizing some new vocabulary, practicing with friends and requesting their feedback, and practicing alone in front of a mirror. This study is limited in location, the number of participants and the type of research instrument. It is recommended for further research to be able to conduct similar research by changing the level of participants and adding variations of research instruments.

Keywords: Narrative Inquiry; Public Speaking Club; Challenges; Thematic Analysis



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1. Introduction

Indonesia has many Islamic schools that base the education not only on the academic education, but also the religious, spiritual, and moral education in a comprehensive way. Islamic boarding school students are required to communicate in Arabic and English daily. However, they predominantly speak Arabic while English is often avoided. Therefore, educators hold extra activities for English outside the classroom, one of them is Public Speaking Activity. This activity has become the content of the private Islamic Senior High School curriculum. Kirkpatrick (2010) states that some private institution introduces compulsory English for students from the elementary level and some other used it as instructional language in all classes in Southeast Asian countries. This article aims to explore and make sense of the stories of two students' public speaking experiences during their involvement in English public speaking club in a Private Islamic Senior High School, more specifically, this study intends to understand their public speaking challenges and strategies to overcome the challenges of their involvement in public speaking club activity using narrative inquiry.

Based on the pre-observation in a public speaking club at a private Islamic Senior High School in Indonesia through interviews, most students claimed they have learned English for many years but cannot speak it properly. Students sometimes felt nervous especially while giving a speech in public, they are afraid of making mistakes while giving