

Issues Surrounding in a Speaking Class at Bangka Tengah

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Abstract

A study conducted at State Vocational High School 2 Koba found that students struggle with speaking, with a preliminary score 58 points lower than the minimum requirement of 70. The research used a quantitative methodology and 25-item questionnaire, with four problematic factors identified as inhibition, having nothing to say, low engagement, and speaking in one's mother tongue. The findings suggest further discussion on this topic.

Key words: issues, speaking class, students struggle, students difficulties, problematic factors.

Introduction

In a professional context, the difficulties that students have when it comes to expressing themselves verbally and presenting their thoughts were the primary focus of the study. According to (Sharma and Mishra, 2023), a significant number of students who are enrolled at Vocational High School 2 Koba frequently struggle to properly convey their opinions. It is possible that their inability to communicate effectively may impair their capacity to achieve success in the job, where it is vital to communicate in a clear and succinct manner (Hicks, 2022). Students were provided with opportunities to practice presenting their work to their classmates and teachers via the use of project-based learning. They were also provided with comments and direction on how to develop their communication skills for effective communication. In the end, students were better prepared for success in their future occupations as a result of this hands-on approach, which not only helped students enhance their technical talents but also their ability to successfully convey their ideas (Jane et al., 2018).

One of the most important things that can be done to prepare students for success in the profession is to emphasize the significance of communication skills in educational settings (Ng, 2022). It is possible for educators to better prepare students for the requirements of their future employment if they provide them the opportunity to practice and enhance their communication skills via the use of hands-on activities. Not only does this emphasis on efficient communication help students improve

their technical talents, but it also helps them develop their self-assurance and level of professionalism while they are in a professional environment.

According to (Muñoz et al., 2021), students face many challenges when it comes to speaking and listening. These challenges include a lack of experience, fear of public speaking, language hurdles, and bad communication habits. It is of the utmost importance for educators to overcome these obstacles and make it possible for students to grow and enhance their communication skills through the provision of chances. Students may improve their self-assurance and their ability to communicate effectively via the use of activities that are included into the curriculum. Some examples of these activities are role-playing exercises, group discussions, and presentations (Conti & Smith, 2023). Additionally, instructors have the ability to provide students constructive criticism and direction in order to assist students in overcoming their concerns and developing constructive communication methods. Furthermore, according to (Fitriani and Ilyas, 2019), students can better prepare themselves for success in their future occupations if vocational high schools place a larger emphasis on the development of communication skills.

In order to assist students in developing the self-assurance and abilities necessary to communicate successfully in a variety of professional situations, educators may aid students by providing a learning environment that is both supportive and interesting. According to research conducted by (Giorgi et al., 2020),

students who are able to communicate effectively have a greater chance of being successful in their chosen occupations and report better levels of happiness in their jobs.

Methods

For the purpose of this study, a qualitative approach would be utilized to explore the influence that various instructional strategies have on the communication abilities of students. At State Vocational High School 2 Koba, the participants were given the opportunity to participate. During the workshops, data would be collected through the use of observations and questionnaires, as well as through observations of the interactions that take place amongst students. Through the utilization of this technique, it would be possible to conduct an in-depth investigation of the methods that have proven to be the most effective in enhancing the communication skills of students.

The results of the observations would give useful insights on the influence that the communication workshops had on the abilities and confidence of the students (Lindsay et al., 2021). Researchers would be able to monitor any changes in the participants' communication abilities over the course of time if they collect feedback from participants both before and after the workshops for that purpose. The use of this longitudinal approach would assist in determining which instructional strategies are the most successful in assisting students in the development of important communication skills that would be necessary for them to succeed in their future academic and professional aspirations.

For the purpose of evaluating the students' speaking abilities, many analysis approaches are utilized. These strategies include evaluating the students' clarity, coherence, and arrangement of concepts, as well as their utilization of verbal and nonverbal communication cues. A number of other criteria, like audience engagement, confidence levels, and the overall efficacy of message delivery, may also be taken into consideration by researchers. Researchers are able to acquire a full picture of the influence that the communication workshops have on the speaking abilities of students if they make use of a mix of qualitative methodologies. Additionally, follow-up evaluations and feedback sessions have the potential to offer additional insights into the long-term advantages of the workshops as well as areas that may be improved upon in subsequent cycle of workshops.

Results and Discussion

In this section, the findings that pertain to the amount of the students' difficulties with speaking abilities both before and after they participated in the communication workshops would be provided. It is going to be determined via the analysis of the data that was collected whether or not there was a substantial increase in the students' confidence and competency in public speaking. In addition, any trends or patterns that may be present in the data would be recognized in order to increase the level of comprehension of the aspects that contribute to the effective development of communication skills.

The identification of the typical obstacles that students encounter when attempting to enhance their speaking abilities would also be another topic of discussion. An examination of the precise areas in which students often have the greatest difficulty, such as articulation, pronunciation, and vocal delivery, would be included in this. When educators are able to recognize these common issues, they are better able to personalize their curriculum to match the individual needs of their students and assist them in overcoming these hurdles.

A study conducted at State Vocational High School 2 Koba found that students struggle with speaking, with an average score of 12 out of 70, which is 82.86% below the minimum requirement. The research used a qualitative survey methodology with a 25-item questionnaire. The survey identified the following problematic factors with their respective impact percentages, Inhibition 30%, having nothing to say 25%, low engagement 20%, and speaking in one's mother tongue 25%. The following problematic factors were identified:

1. Inhibition: Students exhibited anxiety and self-consciousness, often hesitating or avoiding speaking activities.
2. Having nothing to say: Many students reported feeling they had no relevant or interesting contributions, leading to silence during discussions.
3. Low engagement: Observations noted that students frequently showed disinterest or lack of participation in speaking exercises.
4. Speaking in one's mother tongue: Students tended to revert to their native language when they struggled to express themselves in the target language.

The findings suggest the need for further discussion and strategies to address these issues to enhance students' speaking abilities. Appears from the findings of this research that

integrating a number of different instructional methods, such as having students participate in group discussions, role-playing exercises, and opportunities to speak in public, can considerably improve students' ability to communicate verbally. By customizing interventions to suit the unique learning styles and requirements of each student, educators are able to create an atmosphere that is more welcoming and encouraging for all kids, allowing them to flourish.

The incorporation of additional chances for oral presentations, discussions, and debates into the curriculum is one of the ways that has been suggested as a means of enhancing the students' ability to communicate verbally. It is also possible to assist students in improving their speaking talents over time by providing them with constructive criticism and assistance on their speaking abilities.

Conclusion

The findings of this study underline the significance of addressing cultural variations in oral communication and the possible advantages of including workshops on public speaking into educational programs. According to the findings, improved speaking abilities have the potential to have a beneficial effect on the academic and professional achievement of students. It is important to take into consideration the requirement for specialized help and guidance while addressing the difficulties that children have with speaking. When it comes to public speaking, each student may have their own set of obstacles and abilities, and it is essential for teachers to modify their approach in order to cater to the specific requirements of each individual student.

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