

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains the conclusion and suggestions drawn from the results and discussions presented in the previous chapter. The conclusion of this research is based on the findings and discussions outlined earlier. Following the conclusion, the researcher proposes suggestions related to the research findings.

#### 5.1. Conclusion

Based on the first research question related to the batch of 2020 English Education Department students' perception towards the importance of mastering public speaking skills for a pre-service teacher, mastering public speaking skills is crucial for students aspiring to become teachers, as highlighted by their recognition of its importance through questionnaires. Students universally view public speaking as a necessary skill for pre-service teachers, emphasizing its role in professionalism and effective communication. They anticipated regular interaction with diverse individuals in their future teaching roles, underscoring the significance of public speaking proficiency. This sentiment aligned with Seamons' assertion that adepted public speaking was essential across various professions, particularly in sharing ideas effectively.

Furthermore, students perceived significant benefits from possessing strong public speaking skills, particularly during academic pursuits and teaching activities. Their experiences during teaching practice courses underscored the essential role of public speaking in fostering effective communication with students. Additionally, they believed that teachers' public speaking abilities directly

influenced classroom management and student engagement, highlighting their critical role in educational settings.

Effective communication with students, parents, and colleagues was also deemed essential in the field of education, with public speaking skills playing a pivotal role in building confidence and socializing abilities. Students recognized the broader implications of public speaking skills beyond academia, acknowledging its relevance across various professional contexts. Additionally, they observed its positive impact on students' academic development, citing its influence on educators' effectiveness and opportunities for recognition and advancement.

In both academic and extracurricular settings, students actively sought opportunities to enhance their public speaking skills, realizing their importance for their future careers as teachers. They engaged in specialized courses and extracurricular activities to develop confidence and articulate their ideas effectively. Overall, the conclusion drawn from students' perceptions and experiences underscored the importance of public speaking skills for aspiring educators, both within and outside the academic environment.

For the second research question regarding mastering of public speaking skills help a teacher candidate succeed in becoming a professional teacher, mastering public speaking is vital for teachers as it enhances their credibility and professionalism in the educational field. Effective communication grew trust and respect among students, colleagues, and the community, creating a positive learning environment. Teachers with strong public speaking skills could convey knowledge,

engage students, and collaborate effectively, advancing their careers and making a positive impact on their students.

To succeed as professional teachers, it was crucial to understand and interact with each student effectively, adapting teaching methods to individual needs. This special way of teaching helped students get more interested and involved in learning. As Paxton suggests, understanding students' strengths and weaknesses enabled teachers to tailor lessons to benefit students at various levels, enhancing overall learning outcomes.

Public speaking skills aligned with the professional standards expected of teachers, contributing to their competence in communication and pedagogy. Teachers play a crucial role in implementing educational curriculum by effectively communicating complex concepts and fostering motivation for learning. As outlined by government regulations, teachers were required to have pedagogic, personality, social, and professional competence, including proficiency in public speaking, to meet the demands of their profession and improve education quality in Indonesia.

Then, for the last research question, in examining the challenges faced by students in the 2020 English Education department regarding public speaking skills, it becomes evident that several obstacles hinder their development in this crucial area. Issues such as the lack of sufficient extracurricular forums for pursuing hobbies and the underwhelming support from student organizations highlight a need for more robust platforms outside academics. These shortcomings contribute

to a limited environment where students can practice and refine their communication abilities, crucial for future educators.

Furthermore, insights from students on the personal struggles encountered in mastering public speaking. They emphasize on the risks of a deficient vocabulary underscores the foundational role language skills play in effective communication. Then, students also reveal expression of discomfort, anxiety, and perceived inadequacy in speaking skills reflects broader challenges faced by many in developing confidence and proficiency in public speaking. These challenges are compounded for pre-service teachers, especially those tasked with teaching a foreign language, as they navigate both linguistic and psychological barriers in honing their communication skills. Overall, addressing these obstacles through targeted support and comprehensive educational strategies is essential to empower future educators and enhance their readiness for professional success in the field of education.

## **5.2. Suggestion**

After conducting this research, the researcher would like to offer some suggestions related to the findings. They include:

### **5.2.1. For Students**

It is expected that students can further improve their public speaking skills, as they understand the importance of these skills for achieving a successful career. Students are encouraged to dedicate their time to practicing public speaking regularly, whether it will be in front of a mirror or with friends, as consistent practice fosters confidence and enhances speaking abilities over time.

Furthermore, students are required to actively engage in speaking clubs, debate teams, or other extracurricular activities that provide opportunities to refine their public speaking skills. Additionally, students should continue to strive to improve language proficiency, focusing on vocabulary, grammar, and pronunciation. A strong command of the language not only enhances communication effectiveness but also boosts confidence in various public speaking situations.

### **5.2.2. For Pre-service teachers**

It is expected that pre-service teachers will actively seek out opportunities to practice public speaking. Whether it is volunteering for presentations in class, leading group discussions, or participating in speaking workshops, regular practice lays the foundation for honing public speaking skills. These opportunities allowed pre-service teachers to familiarize themselves with different speaking contexts and audiences, helping them develop confidence and adaptability in various communication scenarios. By embracing practice opportunities, pre-service teachers can refine their speaking abilities and become more effective communicators.

Pre-service teachers need to be open to receiving feedback from peers, mentors, or supervisors, which is essential for growth in public speaking proficiency. Constructive criticism provides valuable insights into areas for improvement and allowed pre-service teachers to refine their speaking skills continuously. Also, they can join programs or workshops that focus on public speaking. These programs give them special training and tools to be better speakers.

By getting feedback and joining these programs, future teachers can keep getting better at public speaking. This helps them do well not just in school, but also in their future jobs as teachers.

### **5.2.3. For Next Researchers**

For further research, this study can serve as a reference for conducting additional research in the same field. The next researcher can delve deeper into students' perceptions regarding the importance of mastering public speaking skills for pre-service teachers. Additionally, the researcher acknowledges that this study still has some weaknesses and mistakes. Therefore, the researcher welcomes any constructive suggestions to improve the research.

