The Correlation Between Students' Public Speaking Ability and Their Communication Strategy at STKIP Abdi Pendidikan Payakumbuh

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Article History	Abstract
Published: 2024-08-14	Some students encountered difficulties in the context of Public Speaking, necessitating the formulation of a strategic approach. Consequently, the researcher aims to investigate the relationship between the public speaking proficiency of students and their communication tactics within the Public Speaking Course at STKIP Abdi Pendidikan Payakumbuh. This particular study adopted a correlational research design, with the target population were English Education students in their 4th semester at STKIP. Class A and Class B were selected as the sample through total sampling method. The research utilized the Public Speaking Test and CS Questionnaire as data collection instruments, and the gathered data underwent analysis using SPSS 25 for Windows. The statistical analysis employed the Pearson Correlation test. The results indicated that with a significance value of $0.000<0.05$, the alternative hypothesis was upheld, suggesting a correlation between public speaking ability and communication strategy. Moreover, the students exhibited a good level of public speaking ability, with stalling emerging as the dominant communication strategy utilized by the students.
Keywords: Public Speaking Ability, Communication Strategy, Correlational	

INTRODUCTION

Speaking is the most common communication tool used in daily life. It is a tool to share ideas, feelings, and thoughts. Speaking is one of the subjects learnt by students at STKIP Abdi Pendidikan Payakumbuh. According to pre-observation research conducted by the researcher, the speaking course is categorized into three groups. First is General Speaking. General Speaking is offered in the 2nd semester. This course primarily emphasizes the basic aspects of informal speaking in a foreign language. The other speaking course is called Professional Speaking. This specific course is offered in the 3rd semester, emphasizing developing formal speaking skills in a foreign language. The last part of the Speaking Course at STKIP Abdi Pendidikan

Payakumbuh is called Public Speaking. This course is offered in the 4th semester. That emphasizes speech delivery and presentation skills.

Public Speaking, according to Templeton and Fitzgerald, 1999 (cited in Yee, 2014), involves having a speaker stand in front of an audience and deliver an organized speech with the goal of either convincing, informing, or entertaining the audience. However, Public Speaking is not always straightforward. It needs a strategy to be successful. One of the strategies is called the Communication Strategy.

Communication strategies are efforts made by two speakers to transfer information during communication. The assertion is made that when a speaker, a student, finds it difficult to communicate and achieve the same meaning in a foreign language due to linguistic limitations, he/she will make some efforts to make the dialog go smoothly (Tarone, 1980).

However, as Rozakis and Fernando (cited in Utami, 2019) stated, there are problems for English Students in Public Speaking. Some of them feel stage fright or anxiety during Public Speaking, the students have a limited vocabulary, the students speak slowly and take an inordinate amount of time to formulate statements, and the students have difficulties in elaborating their ideas because they do not understand the topic or the only have a little bit information about that. Students are then unable to participate in dialogue fully. Another word, students lacked communication strategies. These problems mentioned above are also found in English Students at STKIP Abdi Pendidikan Payakumbuh.

In conclusion, it is possible to see the correlation between students' public speaking ability and their communication strategies. The study focuses on the correlation between students' public speaking ability and their communication strategies, to determine the public speaking ability of English students, and the communication strategy dominant used by students at STKIP Abdi Pendidikan Payakumbuh.

METHOD

Research design

This study was used quantitative approach and the correlational research. This research will analyzed by SPSS.

Population & sample

The study's population comprised 4th-semester students at STKIP Abdi Pendidikan Payakumbuh. There exist two classes. The first class consists of 17 people. The second class consists of 15 people. Total sampling is a sampling approach wherein every member of a population is chosen to participate as a respondent or sample. The research sample comprised 4th-semester students from STKIP Abdi Pendidikan Payakumbuh, which amounts to 32 students.

Instrumentation

This research used two kinds of instruments. The public speaking test (speech test) was used to check the students' public speaking ability. The questionnaire was used to determine the communication strategies used by students. Oral Communication Strategy Inventory (OCSI) by Yasuo Nakatani was used for this research. It was standardized questionnaire

Technique of data collection

The researcher measured the students' public speaking ability by giving a speech test. The topics of the speeches to be delivered by the students are "The Importance Of English Education in the 21st Century", "3 Sins of Education (Sexual Violence, Bullying, and Intolerance) in the 21st Century," and the last, "The Importance of Digital For Education in the 21st Century". They performed in front of the class.

The questionnaire was used to know the communication strategies used by students in their public speaking. The researcher distributed the questionnaire directly to the students and gave them the time to fill in the questionnaire.

Validity & Reliability

a) Validity

The validity for the Public Speaking Test was applied the content validity. This test was validated by lecturers at UNP. The questionnaire has been validated since it is a standardized questionnaire.

b) Reliability

This study applied the Inter-Rater scorer. In this type of reliability, if there are differences between raters, they must discussed so that a mutual agreement is obtained. The questionnaire was a standardized questionnaire, it has been reliable & consistent.

Technique of data analysis

The public speaking test and questionnaire were analyzed using SPSS 25 for Windows. The normality test was used, as well as the Shapiro-Wilk, the linearity test, and the Pearson Correlation test.

RESULT AND DISCUSSION
Result

1. Students Public Speaking Ability

This research examined the student's public speaking ability in public speaking class. This research got the highest public speaking test score of this research was 44 (80%), while the lowest score was 23 (42%). The mean score was 32,6. Also, the public speaking ability of the students is at a good level.

Table 1. Public Speaking Ability Score

Respondent	The Result	Percentage	Classification
Student 1	44	80%	Very Good
Student 2	42	76%	Very Good
Student 3	40	73%	Good
Student 4	39	71%	Good
Student 5	39	71%	Good
Student 6	38	69%	Good
Student 7	37	67%	Good
Student 8	37	67%	Good
Student 9	35	64%	Good
Student 10	35	64%	Good
Student 11	35	64%	Good
Student 12	34	62%	Good
Student 13	34	62%	Good
Student 14	34	62%	Good
Student 15	33	60%	Good
Student 16	32	58%	Good
Student 17	32	58%	Good
Student 18	32	58%	Good
Student 19	31	56%	Good
Student 20	31	56%	Good
Student 21	30	55%	Good
Student 22	29	53%	Good
Student 23	29	53%	Good
Student 24	29	53%	Good
Student 25	28	51%	Good
Student 26	28	51%	Good
Student 27	27	49%	Fair
Student 28	27	49%	Fair
Student 29	27	49%	Fair
Student 30	27	49%	Fair
Student 31	26	475	Fair
Student 32	23	42%	Fair
Mean score	**32,6**	**59,3 %**	**Good**

2. Students Communication Strategy

This research examined the communication strategies are used by English students. The highest score was 138 (86%), while the lowest score was 81 (51%). The mean score of the communication strategies public speaking class was 116.13.

Table. 2 Communication Strategy Score

Respondent	The Result	Percentage
Student 1	138	86%
Student 2	138	86%
Student 3	133	83%
Student 4	131	82%
Student 5	130	81%
Student 6	130	81%
Student 7	126	79%
Student 8	126	79%
Student 9	125	78%
Student 10	125	78%
Student 11	124	78%
Student 12	124	78%
Student 13	123	77%
Student 14	121	76%
Student 15	121	76%
Student 16	121	76%
Student 17	118	74%
Student 18	117	73%
Student 19	117	73%
Student 20	115	72%
Student 21	115	72%
Student 22	110	69%
Student 23	106	66%
Student 24	105	66%
Student 25	104	65%
Student 26	104	65%
Student 27	103	64%
Student 28	100	63%
Student 29	99	62%
Student 30	99	62%
Student 31	87	54%
Student 32	81	51%
Mean score	**116,13**	**72,65%**

Table 3 below showed the communication strategy employed by students at STKIP Abdi Pendidikan Payakumbuh. It can concluded that the communication strategy used by students is the Stalling (35,7%).

Table 3. Recap of CS Used By Students

Total of pupils (32 pupils)	Avoidance	Achievement	Stalling
Total Score	745	1999	966
Mean score	**106 (30,7%)**	**118 (34,3%)**	**121 (35,7%)**

3. *Normality Test*

Table 4. Normality Test

		Shapiro-Wilk		
	GROUP	Statistic	df	Sig.
RESULT	PUBLIC SPEAKING	.974	32	.631

The outcomes of the normality assessment are displayed in the aforementioned table, where the significance value is 0.631, which is bigger than sig. 0.05. This suggests that the dataset followed a normal distribution. As a result, the investigator opted for a parametric approach, namely the Pearson Correlation Test, for conducting the examination.

4. Linearity Test

Table 5. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
COMMUNI CATION STRATEGY * PUBLIC SPEAKING	Between Groups	(Combined)	6068.250	16	379.266	137.915	.000
		Linearity	5557.343	1	5557.343	2020.852	.000
		Deviation from Linearity	510.907	15	34.060	12.386	.000
	Within Groups		41.250	15	2.750		
	Total		6109.500	31			

Based on the table below, the linearity is 0.000<0.05. It can be concluded there is a significant linear relationship between the Public Speaking variable (X) and the Communication Strategy variable (Y).

5. Correlational Test

Table 6. Correlational Test

		PUBLIC SPEAKING	COMMUNICATION STRATEGY
PUBLIC SPEAKING	Pearson Correlation	1	.954
	Sig. (2-tailed)		.000
	N	32	32
COMMUNICATION STRATEGY	Pearson Correlation	.954	1
	Sig. (2-tailed)	.000	
	N	32	32

As explained in the table above that Ha is accepted and Ho rejected (sig. 0.000 < 0.05). Thus, there is a correlation between communication strategy and students' public speaking ability. There is a high correlation between these two variables because of the correlation coefficient of 0.954.

Discussion

The outcomes of this study revealed that the average score for public speaking ability was 32,6, indicating a good level of skill. Additionally, the average stalling score was 121 (35,7%). It can be inferred that the communication approach adopted by students pertains to the utilization of Stalling or Time-Gaining Strategy. Stalling tactics are implemented in situations where a speaker requires additional time to reflect or construct their reply. These methodologies are beneficial in preventing periods of silence or uncomfortable breaks in discourse.

Thus, the final result of the research was Ha was accepted, and Ho was rejected. Thus, there is a significant correlation between students' public speaking ability and their communication strategy in Public Speaking Class at STKIP Abdi Pendidikan Payakumbuh.

However, Merita (2021) and Nguyen (2022) found that communication strategies are effective for managing interactions and overcoming speaking challenges. These strategies help address issues in one's own performance, others' performance, and time constraints, and are valuable in English language teaching to bridge knowledge gaps.

Furthermore, Irsyad & Ratmanida (2022) noted that fillers were commonly used by both male and female students. Stalling strategies, such as using fillers like "um," "uh," "well," "actually," or "all right," repeating or rephrasing questions, or asking for clarification, allow speakers to gain additional time to think and respond, thus preventing awkward silences or pauses in conversation.

Based on these insights, it can be concluded that communication strategies are linked to students' public speaking abilities. Applying these strategies during speaking engagements can enhance students' oral communication skills.

CONCLUSION & SUGGESTION
Conclusion
The findings and data analysis of this study indicate that the public speaking ability score, with a mean score of 32,6, can be considered good. Within the realm of public speaking classes, students tend to employ the stalling strategy as their primary communication approach, as evidenced by the score range. It can be inferred that there is a relationship between students' public speaking ability and their chosen communication strategy in the classroom setting. A sig (2-tailed) is 0.000, which is less than 0.05, which means there is a correlation between the two variables. Additionally, the correlation coefficient suggests a high relationship between the two factors. It can be concluded that utilizing communication strategies during speaking engagements may enhance students' public speaking skills.
Suggestion
According to the findings and discussion of this study, here are some recommendations from the researcher. First, lecturer and teacher can apply communication strategies to improve students' public speaking skills. By applying communication strategies, students' public speaking grades will increase significantly.. Second, students can choose the right type of communication strategy to overcome the problems they face when performing public speaking. Last, subsequent researchers may refer to this study as a basis for further investigation into public speaking ability and communication strategies.

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