

**“AN ANALYSIS THE ROLE OF SPEAKING FOR ACADEMIC
SETTING COURSE ON STUDENTS’ SPEAKING
PERFORMANCE DURING SEMINAR PROPOSAL”**

THESIS

This Thesis is Submitted to Fulfill the Requirement for the “*Sarjana*” Degree
in English Language Education



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Assalamualaikum Warahmatullahi Wabarakatuh
Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Putri Ulandari (21551033)** sebagai Mahasiswa dari Program Studi Tadris Bahasa Inggris, dengan judul **"An Analysis The Role Of Speaking For Academic Setting Course On Students' speaking Performance During Seminar Proposal"** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup

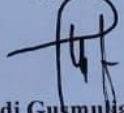
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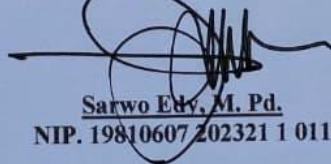
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PREFACE

All praise and gratitude be to Allah SWT, the Most Gracious and the Most Merciful. By His grace and guidance, I, the researcher, have been able to complete my thesis entitled "An Analysis The Role Of Speaking For Academic Setting Course On Students' speaking Performance During Seminar Proposal." This thesis is submitted as one of the requirements for graduation from the Undergraduate Program at the State Islamic Institute (IAIN) Curup.

This research is motivated by the increasing importance of academic speaking skills in higher education, particularly in formal forums such as proposal seminars. The researcher is interested in examining the extent to which this course roles student performance and how students perceive its contribution. Using a qualitative method approach, this study explores and describes student opinions, supported by supporting data from videos of proposal seminars.

The researcher acknowledges that this study has limitations. However, the insights offered here are expected to serve as a reference for further research on teaching speaking in academic contexts and contribute to the sustainable development of English language teaching, particularly regarding speaking performance in formal academic settings.

Finally, the researcher would like to express his sincere gratitude to all parties who have supported and guided the completion of this thesis, including Allah SWT, his family, lecturers, classmates, respondents, and the Faculty of Mathematics and Natural Sciences. Hopefully, this work will be useful for educators, students, and future researchers who are interested in academic communication and curriculum explore the role.

Curup, August 4th 2025
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The researcher has finally completed a thesis entitled **“An Analysis The Role Of Speaking For Academic Setting Course On Students’ speaking Performance During Seminar Proposal”** This thesis is submitted to fulfill the requirements for a Bachelor of English Education degree at IAIN Curup. Throughout the process of completing this thesis, I was very fortunate to receive continuous support, invaluable guidance, meaningful assistance, thoughtful contributions, and constant motivation from various parties. With this in mind, I would like to express my deepest appreciation and sincere gratitude to everyone who has played a role in this meaningful journey.

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wholeheartedly. To my mother, who never gave up seeking solutions, always striving, caring, protecting, loving, and patiently enduring everything for her children. My deepest thanks also go to Ayuk Desi and Ayuk Dedek, who have been my second pillars offering support, affection, advice, and even sacrificing and letting go of their own dreams to help their younger sibling. And of course, thank you to my dearest little brother, Rafardhan, who always managed to cheer me up in times of sadness. I am endlessly grateful for the love of my family.

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With utmost humility, the completion of this thesis marks the result of a long journey filled with challenges, learning, and reflection. Every part of this process both the successes and the struggles has offered valuable lessons that have shaped the writer's growth as a student and as an individual. The writer fully realizes that this achievement is not solely the result of personal effort, but is made possible

through the prayers, support, and love of many people. It is sincerely hoped that this humble work will contribute meaningfully to the development of knowledge, especially in the field of academic English learning, and serve as a stepping stone toward greater contributions in the future.

In striving for future perfection, the author recognizes that no work is entirely without flaws. Therefore, the author remains open to constructive criticism and suggestions. May Allah Subhanahu Wa Ta'ala continue to bestow abundant blessings and rewards upon all parties involved in this process, both those mentioned and those not. Amiiinnn.

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Curup, August 6th 2025

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MOTTO AND DEDICATION

sesungguhnya beserta kesulitan ada kemudahan.

(Al-Insyirah Ayat 5)

“It will **pass**. The **bad**, the **good**, the **unknown**, **everything**. It all **passes**. Remind yourself that whatever season you are in right now, whatever is happening in your life today, it will **pass**. Leave everything to Allah, Trust in Allah”

-P.U-

*“I dedicate this thesis to **Bapak** and **Mamak**, **Ayuk Desi**, **Ayuk Dedek**, and my little brother **Rafa**. Thank you for your endless support and prayers, your tireless efforts, warm hugs, love, and the kindness you always share.”*

ABSTRACT

AN ANALYSIS THE ROLE OF SPEAKING FOR ACADEMIC SETTING COURSE ON STUDENTS' SPEAKING PERFORMANCE DURING SEMINAR PROPOSAL

This qualitative descriptive study explores the perceived role of the Speaking for Academic Settings (SFAS) course on students' speaking performance during their proposal seminars at IAIN Curup. Using Kirkpatrick's Four-Level Reaction, Learning, Behavior, and Result to explore the role Although this model is often used for evaluation, here the researcher uses it as a framework for analyzing roles, not for evaluating this course. This research involved seven purposively selected participants had completed the Speaking for Academic Settings course, they have already participated in the seminar proposal, and they were willing to be actively involved in an in-depth interview. Data were collected through in-depth interviews and video documentation, then analyzed thematically. The findings reveal that most students perceived the SFAS course as playing a significant role in enhancing their academic presentation skills, including structured delivery, appropriate language use, and effective non-verbal communication. The course also played a role in reducing speaking anxiety and increasing confidence for some participants. However, the study also found that the role of the course was not equally realized by all students, as some participants experienced continued nervousness, limited retention of strategies, and a sense of being overlooked in classroom attention. These challenges affected the degree to which students could benefit from the course. The study concludes that while the SFAS course generally plays a positive role in supporting academic speaking, the extent and nature of this role vary across individuals. Therefore, a more inclusive and supportive instructional approach is recommended to better accommodate students with different learning needs and speaking confidence level.

Keywords: *Speaking for Academic Settings, Academic Speaking, Proposal Seminar, Student Speaking Performance, Kirkpatrick Model*

TABLE OF CONTENT

THE STATEMENT OF OWNERSHIP	iii
PREFACE	iv
ACKNOWLEDGEMENT	v
MOTTO AND DEDICATION	ix
ABSTRACT	x
TABLE OF CONTENT	xi
CHAPTER I	1
INTRODUCTION	1
A. Research Background.....	1
B. Research Questions.....	7
C. Research Objectives.....	7
D. Delimitation of the research	7
E. Definition of Key Terms	8
F. Significance of The Study	9
CHAPTER II	12
LITERATURE REVIEW	12
A. Review of Related Theories	12
1. Speaking For Academic Setting Course	12
2. Speaking Performance	15
3. Seminar Proposal	22
4. The Role of Speaking For Academic Setting Course	24
B. Review of Previous Study	39

CHAPTER III	44
A. Kind Of The Research	44
B. Subject Of the Research	45
C. Data Collection Technique	46
D. Instrument.....	48
E. Technique of Analysis Data	53
CHAPTER IV	55
FINDING AND DISCUSSION	55
A. Findings.....	55
B. Discussion.....	72
CHAPTER V	83
CONCLUSSION AND SUGGESTION	83
REFERENCE.....	87

CHAPTER I

INTRODUCTION

A. Research Background

Speaking ability in academic contexts is a fundamental skill required by university students. This includes various activities such as presentations and group discussions, all of which demand formal and academically appropriate language. The general term "speaking for academic purposes" refers to the use of spoken language in various academic contexts. It also indicates that the language used is typically formal or neutral and follows the conventions associated with the relevant academic genre or activity.¹ Based on this definition, "speaking for academic settings" and "speaking for academic purposes" share the same meaning communicating in a way that aligns with academic standards in diverse academic situations or tasks.

Mastering speaking skills is essential for students as it helps them communicate effectively within academic settings. These skills enable students to express their ideas clearly, in an organized manner, and in accordance with academic conventions. This not only enhances their understanding of the material but also improves classroom discussions and collaboration with lecturers and peers. Developing speaking for academic purposes also builds students' confidence in dealing with oral exams, presentations, and seminars, all

¹ R.R. Jordan, *English for Academic Purposes: A Guide and Resource Book for Teachers* (Cambridge: Cambridge University Press, 1997) Halaman 193

of which are integral to academic assessment in higher education. Thus, improving academic speaking skills is a critical step for students in achieving academic and professional success.

The Speaking for Academic Settings (SFAS) course equips students with essential skills for academic communication, including delivering structured presentations, using visual aids effectively, participating in discussions, and preparing for oral examinations. Training also covers active listening, note-taking, and leading discussions, as well as improving pronunciation and intonation. According to Richards, effective academic speaking requires both discourse competence organizing ideas clearly and linguistic competence, which includes vocabulary, grammar, and pronunciation.² Students with strong linguistic skills tend to present their ideas more confidently and coherently, particularly in formal contexts like proposal seminars, enabling them to explain complex arguments and respond appropriately to questions.

Speaking competence in academic contexts not only demands the ability to convey ideas or arguments clearly and logically, but also includes participating in class discussions, presentations, seminars, and other academic interactions. According to Canale and Swain, communicative competence which consists of grammatical competence, sociolinguistic competence, discourse competence, and strategic competence is essential for achieving effective

² Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press p.9.

speaking performance, particularly in formal academic contexts.³ Therefore, the level of academic speaking skills directly affects students' speaking performance in academic settings. Students with strong academic speaking skills tend to participate more actively in discussions, deliver presentations with confidence, and respond appropriately to questions, thereby enhancing their academic performance and overall learning outcomes. Conversely, students struggling with academic speaking may face difficulties expressing their thoughts or comprehending the material thoroughly, negatively roleing their academic achievements. Developing academic speaking skills is therefore vital for academic success.

Speaking is an important focus for language educators because being able to speak well, especially in English, has a big influence on students' academic success, particularly for those in English Language Education programs. Speaking skills, such as giving presentations, making speeches, having conversations, and telling stories, are essential parts of higher education. However, for many students, speaking in English is still a big challenge. Brown and Yule explain that speaking is one of the hardest skills to master in language learning.⁴ The difficulties can come from language-related factors, such as limited vocabulary, pronunciation, fluency, understanding, and grammar, as well as non-language factors, such as psychological barriers, anxiety, and low

³ Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.

⁴ Brown, G., & Yule, G. (1983). *Teaching the spoken language*. Cambridge University Press.

participation.⁵ Heriansyah found that students often struggle to remember vocabulary and keep their speech flowing smoothly, which can lower their confidence.⁶ Similarly, Ur points out that anxiety and fear of making mistakes are major barriers to speaking well.⁴ These findings suggest that improving speaking skills means paying attention to both language and non-language aspects, so that students can develop their academic speaking abilities more effectively. During observations of the proposal seminar sessions of English Education Department students at IAIN Curup, the researcher found a noticeable variation in speaking performance. Some students demonstrated a high level of confidence, clear pronunciation, adequate mastery of the material, and a well-structured presentation delivery without appearing nervous. In contrast, other students still seemed to face difficulties, such as appearing anxious, relying heavily on presentation slides, reading the text on PowerPoint with a monotonous tone, or even reciting memorized content without paying attention to intonation. Such practices do not fully reflect speaking skills in a formal academic context.

While previous studies have explored students' speaking performance in various EFL contexts, many of them tend to focus only on linguistic or affective aspects separately, without giving equal attention to how specific courses contribute to students' academic speaking development. Most existing research

⁵ Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.

⁶ Heriansyah, H. (2012). Speaking problems faced by the English department students of Syiah Kuala University. *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*, 6(1), 37–44.

also highlights speaking anxiety or various speaking problems, stemming from both linguistic and psychological factors. However, research that specifically examines students' speaking abilities in relation to a particular course designed to equip them with these skills, such as Speaking for Academic Settings (SFAS), remains limited. To address this gap, the present study focuses on analyzing the role of the SFAS course in preparing students for proposal seminars, with special attention to how students perceive its contribution to their readiness for academic speaking tasks.

Speaking performance is shaped not only by structured learning, but also by individual reflection, internalized knowledge, and contextual factors in the classroom. Although previous research has addressed factors such as anxiety, confidence, and language proficiency, limited attention has been given to students' perspectives on how a specific speaking course supports their development. By focusing on students' opinions, this research seeks to uncover the positive and negative roles of the SFAS course in preparing them for academic speaking tasks, which may also provide useful insights for strengthening future teaching practices.

As part of the English education program, these findings may serve as a foundation for curriculum reflection and development, enabling the department to adjust its teaching strategies to better support students' academic speaking abilities. This research may also provide valuable insights into other contributing factors such as students' confidence levels and faculty support, which should be considered when designing instructional and mentoring programs.

Consequently, this research has the potential to enhance the quality of English language education and prepare students more effectively for both academic and professional challenges.

To guide the analysis of students' perspectives, this study refers to Kirkpatrick's Four Levels framework. Although this model is originally designed for evaluation, in this research it is not employed as an evaluate tool, but rather as an analytical lens. Its comprehensive structure Reaction, Learning, Behavior, and Results provides a systematic way to explore how students opinion the role of the SFAS course in preparing them for proposal seminars. In this sense, the framework functions as a bridge to categorize and interpret students' opinions more thoroughly, rather than to measure the supportive role of the course.

As noted above, the researcher is interested in conducting a study entitled: **“An Analysis of the Role of the Speaking for Academic Settings (SFAS) Course on Students' Speaking Performance During Proposal Seminar.”** This research aims to explore more comprehensive how the SFAS course contributes to the development of students academic speaking skills, as demonstrated during high-stakes academic activities like proposal seminar presentations. Through a qualitative approach utilizing in-depth interviews with support from documentation of video recording, the study seeks to explore students' opinions of the course and describe how they perceive its role in relation to their speaking performance, as reflected in recorded presentations.

B. Research Questions

1. What is the role of the Speaking for Academic Settings (SFAS) course in preparing students' for the proposal seminar based on their opinions?

C. Research Objectives

1. To analyze, explore, and describe the role of the Speaking for Academic Settings (SFAS) course in preparing students for the proposal seminar, based on their opinions.

D. Delimitation of the research

This study involved students who had completed the Speaking for Academic Settings (SFAS) course and participated in a proposal seminar. The research aimed to explore students' opinions of the SFAS course through in-depth interviews, supported by video recordings as additional data. The study did not observe the SFAS course itself but focused on students' perspectives regarding their speaking performance during the proposal seminar, excluding other academic speaking activities. Each participant was interviewed once to understand their experiences and how the course supported their preparation.

While this study does not aim to evaluate of the SFAS course or assess the teaching practices involved, it emphasizes exploring the role of the course based on students' personal opinions and how it supported their readiness for academic speaking contexts. Rather than judging teaching outcomes, the research aims to understand how the course was perceived to play both positive and negative roles in students' preparation for proposal seminars.

E. Definition of Key Terms

The researcher explains the important topics that will be discussed in this research to prevent misunderstandings.

1. Speaking for Academic Settings

Speaking for Academic Settings (SFAS) refers to speaking skills used in academic situations like presentations, seminar discussions, and question-and-answer sessions. The language used is usually formal or neutral, following academic rules. The goal of SFAS is to help students develop speaking skills that meet academic standards, including using formal vocabulary and clear, logical language. According to Jordan, “Speaking for academic purposes means spoken language used in various academic situations, such as asking questions in lectures, joining seminars, and giving presentations.”⁷ This shows the importance of speaking skills for successful communication in academic environments.

2. Speaking Performance

Speaking performance is a person's ability to convey ideas orally clearly, structurally, and effectively in various situations. In an academic context, speaking performance includes aspects such as fluency, pronunciation, grammar, vocabulary, and the ability to construct logical arguments. Assessment of speaking performance is often used to measure how well individuals can communicate professionally in formal environments. Hattie

⁷ Jordan, R. R. (2010). *Speaking for Academic Purposes*. Cambridge University Press.

and Timperley state that “Effective feedback on speaking performance can enhance students' ability to communicate effectively in academic contexts,⁸” suggesting that good explore the role can help improve students' speaking skills.

3. Proposal Seminar

A proposal seminar is a formal forum where students present their research plan to an audience, usually consisting of supervisors and peers. The purpose of this seminar is to obtain constructive feedback before proceeding with further research. In the proposal seminar, students are expected to explain their research objectives, methodology, as well as the relevance of their study in a structured and persuasive manner. According to Boughey and McKenna, “Seminar proposals are critical for developing students' academic literacy and presentation skills, which are essential for success in higher education.⁹” This seminar also trains students to deal with critical discussions and answer questions from the audience in a professional manner.

F. Significance of The Study

This research has significant value for the development of curriculum and teaching approaches in English study programs, especially those related to the Speaking for Academic Settings (SFAS) course. The study provides in-depth insights into the role of the SFAS course in helping students prepare for

⁸ Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81-112.

⁹ Boughey, C., & McKenna, S. (2021). *Cracking the Code of Academic Literacy. Beyond the University Gates: Provision of Extended Curriculum Programmes in South Africa.*

academic presentations. Furthermore, this study also serves as a lens to highlight both the strengths and challenges experienced by students in developing their academic speaking skills. By focusing on students' opinions and experiences, the research offers practical insights that may support future improvements in instructional strategies. This research is expected to help lecturers and study program managers design more relevant teaching strategies, as well as refine existing teaching materials and procedures. In addition, this research can raise students' awareness of the importance of academic speaking skills so that they can be better prepared for proposal seminars and thesis defenses.

1. For Students

This study is expected to raise students' self-awareness of the role that the SFAS course played in shaping their academic speaking abilities, both in terms of strengths and areas that need improvement. By reflecting on their own experiences and challenges, students may be encouraged to take a more active role in developing their speaking skills, not only during the SFAS course but also beyond it. The findings may also motivate students to become more open to feedback and build greater confidence in public speaking situations. In addition, the strategies identified as helpful by participants can serve as practical guidance for other students who wish to enhance their academic speaking skills independently.

2. For Lecturers

For lecturers, this research offers insight into students' perspectives on the role of the Speaking for Academic Settings (SFAS) course, especially in

preparing them for proposal seminars. Rather than evaluating teaching quality, this study presents students' experiences and opinions regarding how they benefited from and applied the material. This input can help lecturers identify which aspects of the course played a supportive role and which may require further attention. For instance, if many students express difficulty with Q&A sessions, lecturers might consider incorporating more simulation-based practice. In this way, the study provides valuable input for refining teaching strategies to better align with students' needs.

3. For Institutions

At the institutional level, the results of this research may contribute to curriculum reflection and the improvement of instructional approaches within English education programs. The insights drawn from students' real experiences can serve as a foundation for more contextual adjustments to course content and delivery. Moreover, institutions may use these findings to design programs or policies that strengthen the development of students' academic speaking competence. Such efforts are essential in ensuring that graduates are equipped with effective communication skills for both academic and professional settings.

This research not only benefits students in improving their speaking skills but also provides valuable guidance for lecturers and institutions in developing more effective teaching approaches.

CHAPTER II

LITERATURE REVIEW

This chapter contains a review of the theories that form the basis of the research. The discussion will include speaking, aspects of speaking, theories of speaking for academic settings, speaking performance, and proposal seminars.

A. Review of Related Theories

1. Speaking For Academic Setting Course

Speaking for Academic Purposes includes the use of spoken language in a variety of academic contexts that are typically formal or neutral, as well as following conventions related to a particular genre or activity.¹⁰ Situations that are often faced in this course include asking questions in lectures, participating in seminars or discussions, and making oral presentations. This is in line with the purpose of the Speaking for Academic Setting course, which emphasizes the importance of thorough preparation before speaking in front of an audience. Students are taught to plan their presentations well, understand the difference between spoken and written language, and use a clear structure to convey information effectively.

At IAIN Curup, the Speaking for Academic Setting course is specifically designed to shape students' confidence and prepare them for formal academic activities such as presentations, discussions, and most importantly, proposal seminars. The course introduces students to the use of

¹⁰ Jordan, R.R. Academic Speaking. (1997).p 237-238

formal and academic language, as well as appropriate gestures when speaking in front of an audience. Students are guided on how to structure their presentations clearly and effectively using academic conventions, including the correct use of tenses and transitions. According to one of the lecturers of the course, Prihantoro, as stated in his teaching module, the goals of this course include: “Being able to produce an academic presentation with a structure that consists of an Introduction, Main Body, and Conclusion; being able to organize an academic presentation regarding the material of issue in ELT including how to teach reading, writing, listening, and speaking; and being able to design an academic presentation based on an article on ELT with good visualization, grammar, and pronunciation.”¹¹ These objectives reflect a clear emphasis on preparing students for real academic challenges with both content and delivery in focus.

In the textbook *Speaking for Academic Purposes* by Dian and Wahyu, it is emphasized that academic speaking also involves the ability to manage discussions, actively participate in academic conversations, and practice attentive listening and effective note-taking. In the context of seminar presentations, students are taught to focus on delivering the main points concisely and avoiding unnecessary elaboration to maintain audience engagement. The researcher also highlight the importance of mutual respect during presentations, especially in responding to audience input and giving

¹¹ Prihantoro. (2025). *Speaking for Academic Setting: Modul Perkuliahan*.

constructive feedback.¹² These insights align with the broader goals of SFAS courses across institutions to cultivate well-rounded academic communicators who are prepared not just to speak, but to contribute meaningfully in academic discourse.

The Speaking for Academic Setting (SFAS) course plays a vital role in preparing university students particularly at IAIN Curup for formal academic communication. Designed to enhance students' speaking skills, the course emphasizes mastery of academic language, appropriate use of gestures, and structured presentation skills tailored to academic contexts such as proposal seminars. As highlighted by Prihantoro in his instructional module, SFAS aims to train students to deliver presentations with a clear structure, grounded in ELT content, and supported by proper grammar, pronunciation, and visual aids. Similarly, Dian and Wahyu underscore the importance of fostering active participation, critical listening, and clarity in academic discussions. Together, these perspectives illustrate that SFAS is more than a language course it is a comprehensive platform for developing students' confidence, critical awareness, and communicative competence in academic discourse. Understanding how students perceive and implement the skills learned in SFAS is therefore essential for evaluating its supportive role and refining speaking instruction in higher education settings.

¹² Santoso, Dian Rahma, dan Wahyu Taufiq. *Speaking for Academic Purposes*. (Sidoarjo: UMSIDA Press, 2020), 1-10.

Speaking for Academic Setting (SFAS) is a strategic course designed to equip students with speaking skills relevant to formal academic contexts. Through learning about presentation structure, the use of academic language, discussion management, and delivery supported by appropriate gestures and visual aids, SFAS not only trains linguistic aspects but also builds students' confidence and readiness to face academic communication challenges such as the proposal seminar. SFAS is positioned as a crucial foundation in developing students' overall academic communication competence. Therefore, understanding students' opinions about this course becomes a critical step in identifying its role in preparing them for proposal seminars and in describing how it supports students' speaking development in higher education.

2. Speaking Performance

A. Definition of Speaking Performance

Speaking performance refers to the actual ability of a speaker to produce spoken language in real-time communication contexts. According to Brown, speaking performance encompasses five key components: pronunciation, vocabulary, grammar, fluency, and comprehension.¹³ These components collectively determine how effectively a speaker can express thoughts, respond to questions, and engage in conversations. Brown emphasizes that speaking performance is not only about linguistic

¹³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2004), p. 172.

accuracy but also the ability to communicate meaningfully and spontaneously. Therefore, it involves both the mastery of language forms and the skill to use them appropriately in communicative situations.

In addition to Brown's framework, various scholars and studies provide further definitions and interpretations of speaking performance. Goh and Burns define speaking performance as the real-time use of oral language to convey meaning clearly, accurately, and appropriately in diverse settings.¹⁴ Speaking performance is seen as an observable outcome of a learner's oral proficiency, which involves language use, interactional strategies, and coherence in delivery. Furthermore, research by Yuliana and Ariyanti on students' speaking performance in English classrooms highlights that performance is not only influenced by linguistic skills but also psychological factors such as anxiety and confidence.¹⁵ Their findings emphasize that speaking performance is multifaceted, encompassing cognitive, affective, and social elements.

Additional insights come from the study by Mustadi, which examined university students' performance in structured speaking tasks.¹⁶ The study showed that students' speaking performance improved significantly after targeted instruction using communicative strategies,

¹⁴ Christine C. M. Goh and Anne Burns, *Teaching Speaking: A Holistic Approach*, (Cambridge: Cambridge University Press, 2012), p. 28.

¹⁵ Yuliana, R. and Ariyanti, A. (2018). Psychological Factors That Affect Students' Speaking Performance. *JELLT (Journal of English Language and Language Teaching)*, 2(1), 41–48.

¹⁶ Mustadi, A. (2013). Peningkatan Kompetensi Active Speaking Mahasiswa melalui Model Communicative Language Teaching pada Mata Kuliah Bahasa Inggris di PGSD. *Dinamika Pendidikan*, 8(2), 123–135.

especially in organizing their speech and articulating ideas logically. Similarly, Hidayat and Fitria observed that consistent exposure to speaking for academic purposes courses led to better performance in public and formal speaking contexts.¹⁷ These findings reinforce the notion that speaking performance is a skill that can be developed through deliberate practice, supportive learning environments, and structured feedback.

Based on the overall theories and expert perspectives discussed, the researcher concludes that academic speaking performance is a complex skill that encompasses not only linguistic aspects such as pronunciation, vocabulary, grammar, fluency, and comprehension, but also psychological readiness, communicative strategies, and the ability to adapt to formal academic contexts. In the context of higher education at IAIN Curup, the *Speaking for Academic Settings* (SFAS) course plays a crucial role as a structured platform for developing speaking skills specifically oriented toward academic needs, particularly in preparing students for proposal seminars. By emphasizing presentation structure, academic language use, and confidence-building, SFAS functions not only as a language instruction course but also as a means of cultivating comprehensive communicative competence. Therefore, this study views speaking performance as the result of both classroom-based instructional input and the practical application of speaking skills by students in real academic

¹⁷ Hidayat, R. and Fitria, T. N. (2021). The Role of Speaking for Academic Purposes in Enhancing Students' Public Speaking Skills. *Journal of Language and Education*, 6(3), 80–87.

situations, reflecting both technical ability and individual readiness to communicate effectively in academic environments.

B. Aspect of Speaking Performance

According to Brown,¹⁸ there are five essential elements of speaking skills: comprehension, vocabulary, grammar, pronunciation, and fluency. These elements work together to ensure effective oral communication and are crucial components in assessing speaking performance.

a. Pronunciation

Pronunciation is the aspect of speaking that involves producing speech sounds clearly and accurately. It includes the articulation of consonants and vowels, as well as the use of stress, rhythm, and intonation. Good pronunciation is crucial because it directly affects intelligibility; even if a speaker uses correct grammar and vocabulary, poor pronunciation can make communication difficult or lead to misunderstandings. In academic speaking, clear pronunciation ensures that the audience can follow complex arguments and explanations without distraction. Pronunciation practice helps students become aware of the phonological rules of English, such as where to place stress in multisyllabic words and how to use rising and falling intonation

¹⁸ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2004), p. 172.

patterns. Achieving good pronunciation enhances a speaker's fluency and overall supportive role in communication.

b. Vocabulary

Vocabulary is the building block of language and plays a critical role in both spoken and written communication. A rich and diverse vocabulary allows speakers to express their thoughts, ideas, and emotions precisely and effectively. It includes single words, collocations, phrasal verbs, idioms, and technical terms relevant to specific contexts. In the context of academic speaking, a strong vocabulary is essential because students must use subject-specific terminology and formal expressions appropriately. Limited vocabulary can lead to misunderstandings or hinder effective communication, while a broad vocabulary enhances clarity and precision. Thus, vocabulary mastery is fundamental for students aiming to communicate fluently and accurately in English, particularly in formal settings like academic seminars and presentations.

c. Grammar

Grammar is the system of rules that governs the structure of sentences, phrases, and words in a language. It ensures that speakers can construct sentences that are not only correct but also meaningful and coherent. Good grammar allows speakers to accurately convey tense, aspect, mood, and other grammatical features, which are essential for expressing complex ideas and relationships between concepts. For

students, mastering grammar is key to developing confidence in speaking, as it reduces the likelihood of errors that might obstruct understanding. In academic contexts, the use of correct grammar is even more important because it reflects a speaker's proficiency and professionalism. Therefore, developing grammatical competence is a priority in any speaking course, especially one focused on formal and academic settings.

d. Comprehension

Comprehension refers to the ability to understand spoken language in real-time communication. In any oral interaction, successful communication depends on both the speaker and the listener understanding each other. Comprehension involves not only recognizing words and sentences but also interpreting meaning in context. For students, strong comprehension skills are vital because they allow them to follow conversations, respond appropriately, and stay engaged in discussions. Comprehension also supports the development of other language skills such as reading and writing because a deeper understanding of language patterns and meanings reinforces overall language competence. Therefore, improving comprehension is a foundational goal in language learning, especially in academic contexts where understanding complex ideas is essential.

e. Fluency

Fluency refers to the ability to speak smoothly, effortlessly, and without unnecessary hesitation. It reflects not just speed but also the speaker's ability to maintain a natural flow of speech, organize ideas coherently, and self-correct when necessary. Fluency is a key indicator of a speaker's confidence and competence, especially in high-pressure situations like academic presentations or seminars. Achieving fluency requires regular practice and exposure to real-life communication situations. In academic speaking, fluency allows students to present arguments, explain concepts, and respond to questions confidently and effectively. Although minor pauses or hesitations are natural, a fluent speaker can keep the conversation moving forward and maintain the listener's engagement. Therefore, developing fluency is essential for students who aim to participate actively and successfully in academic discourse.

The five aspects of speaking proposed by Brown-pronunciation, vocabulary, grammar, comprehension, and fluency-are important components that complement each other in forming effective speaking skills, especially in academic contexts. In this study, these aspects serve as a framework to describe how students apply their speaking skills during the proposal seminar after taking the Speaking for Academic Settings (SFAS) course. By understanding each aspect in depth, this study seeks to explore the role of SFAS in shaping students' speaking performance,

including both the strengths they demonstrate and the challenges they encounter in putting theory into practice.

3. Seminar Proposal

A proposal seminar is a formal presentation made by students to present their research plan in front of their supervisors and examiners. The main purpose of this activity is to obtain constructive feedback and suggestions to improve and refine the proposal before the actual research is conducted. In this seminar, students are expected to be able to clearly explain the objectives, methodology, and relevance of the research to be conducted, as well as answer questions from examiners to show their readiness to proceed to the further research stage.

The ability to deliver academic presentations in a structured and effective manner is a crucial skill that every student must possess, especially in academic activities such as proposal seminars. In her book *Making Academic Presentations*, Robyn Brinks Lockwood outlines that a well-structured academic presentation should follow five main stages or *moves*: introduction, statement of purpose, main content delivery, conclusion, and a question-and-answer session. This structure helps the audience follow the logical flow of information and allows the presenter to demonstrate a comprehensive understanding of the material. In addition to structural aspects, Lockwood emphasizes that the success of a presentation is also influenced by other factors such as consistent pronunciation practice,

managing public speaking anxiety, effective use of nonverbal communication (including facial expressions, gestures, and eye contact), as well as control over intonation and pauses during speech.¹⁹ These elements are interconnected in shaping a presentation performance that is not only informative but also engaging and convincing to the audience.

According to the IAIN Curup academic guidebook, the submission of proposals at IAIN Curup follows the guidelines set out in the Academic Guidebook. This process involves several important steps, including students submitting a thesis proposal or final project to the Head of the Study Program with the approval of the Academic Advisor Lecturer by filling out the submission form for the title of the thesis proposal/final project after meeting the requirements, namely having passed a minimum of 120 credits with a GPA of ≥ 2.50 , including the Thesis Proposal or the name of other courses determined by the study program in the KRS, have taken courses on research methodology, and do not have academic leave status. After all submission requirements are met, the Study Program approves online or offline and determines examiners who have competencies in accordance with the theme or topic of the thesis proposal. Furthermore, the Study Program sets a schedule for a thesis proposal seminar or final project, and students present their proposals at the seminar after meeting the requirements that have been set by the study program.²⁰

¹⁹ Robyn Brinks Lockwood, *Making Academic Presentations: What Every University Student Needs to Know* (Ann Arbor: University of Michigan Press, 2023), 28–32.

²⁰ State Islamic Institute (IAIN) Curup, *Academic Guidelines for 2022* (Curup: IAIN Curup, 2022), 56.

The proposal seminar in the English Study Program was held with the aim of examining the feasibility and quality of students' proposals, focusing on aspects such as clarity of the background, research objectives, theoretical framework, research methods, as well as students' ability to convey and defend arguments during the presentation. In addition to the academic content of the proposal, the seminar also highlights students' performance and speaking skills, especially their ability to deliver and defend arguments orally. This emphasis aligns with the objectives of the Speaking for Academic Settings (SFAS) course, which plays a role in preparing students for academic presentation and speaking contexts such as the proposal seminar.

4. The Role of Speaking For Academic Setting Course

A. Definition of the role

The concept of role is fundamentally one of the key terms in the social sciences used to explain the relationship between individuals and the social systems in which they are situated. In simple terms, a role can be understood as a set of behaviors, responsibilities, and expectations attached to a given position. Biddle explains that "a role represents a set of expected behaviors associated with a given position in a social unit."²¹ In other words, role is not only normative in the sense of rules, but also serves as a guideline for individuals in performing their actions. From

²¹ Biddle, B. J. (1986). Recent Developments in Role Theory. *Annual Review of Sociology*, 12(1), 67–92

this perspective, role can be understood as a mechanism that allows social interaction to proceed in an orderly manner, since each individual is aware of what is expected from their position.

In the field of education, the concept of role has often been employed to describe the function or contribution of a learning component to the achievement of academic goals. Good and Brophy state that *‘‘the role of instruction is the set of planned activities designed to facilitate student learning and engagement.’’²² This definition highlights that role in education does not merely refer to what teachers or students do, but also to how such activities are deliberately designed to generate role on the learning process. Furthermore, in the context of higher education, the role of a course can be viewed in terms of its contribution to the development of knowledge, attitudes, and skills that are relevant to both academic and professional needs of students.

Within higher education, the role of a course is often associated with the extent to which it equips students to enter academic and professional arenas. Hyland emphasizes that academic language courses, for instance, play an important role in preparing students to use language effectively within specific academic communities.²³ This indicates that role does not only signify an abstract function but also reflects the tangible significance of a program in fostering students’ readiness to face

²² Good, T. L., & Brophy, J. (1990). *Educational Psychology: A Realistic Approach*. New York: Longman.

²³ Hyland, K. (2006). *English for Academic Purposes: An Advanced Resource Book*. London: Routledge

academic challenges. Therefore, the role of a course in higher education can be understood as the systematic contribution of a subject or program that enables students to build essential competencies, including knowledge, skills, and attitudes.

In a general sense, the role of the Speaking for Academic Settings (SFAS) course lies in preparing students to face the proposal seminar with greater readiness and confidence. The seminar is a high-stakes academic setting in which students are expected not only to present their research ideas but also to defend them in front of examiners. Many students encounter challenges such as nervousness, lack of organization, or overdependence on presentation slides. The SFAS course, therefore, serves as a systematic support mechanism that equips students with the essential skills to manage these challenges and to perform more effectively during this crucial academic milestone.

From the researcher's perspective, the notion of role in higher education should not be confined merely to theoretical definitions, but rather understood in terms of its practical implications for student development. A course may hold a role that is both structural providing knowledge and frameworks and functional equipping learners with the skills and attitudes necessary to operate within academic discourse communities. In this study, the role of the Speaking for Academic Settings (SFAS) course is therefore considered as a constructive contribution that enables students to perform more effectively in proposal

seminars, particularly in terms of academic speaking. This perspective aligns with the broader understanding of role as not only an assigned expectation but also a lived experience shaped by how students perceive and utilize the learning opportunities provided.

B. Types of Role

In a learning process, it is important to understand that the role of a programme or intervention is not always singular or linear. Each programme can have various forms of role depending on how participants experience it and how the results are reflected in the short and long term.

1. Positive role

Positive role in the context of educational program explore the role refers to changes that lead to improvement either directly or indirectly as a result of an intervention, course, or training program. They involve transformations in participants' behavior, the enhancement of competencies, and shifts in attitudes toward more constructive and purposeful directions. According to the OECD (Organisation for Economic Co-operation and Development) in book of "Glossary of Key Terms in Explore the role and Results-Based Management", "role refers to the positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended."²⁴ This definition

²⁴ OECD. (2002). *Glossary of Key Terms in Explore the role and Results-Based Management*. Paris: OECD Publishing.

highlights that role is a broad and long-term concept, encompassing both expected and unexpected effects on individuals and systems arising from the implementation of a program.

In the field of education, positive role is often recognized through qualitative indicators that reflect the enrichment of students' learning experiences. These indicators include increased confidence, greater learning motivation, improved mastery of relevant skills, and the development of a more proactive attitude toward academic challenges. Guskey states, "positive role is evident when participants report meaningful learning, display greater enthusiasm for the subject, and translate learning into improved practice."²⁵ In other words, a program can be considered to have had a positive role not only when students gain knowledge, but when that knowledge is internalized and translated into improved academic behavior and outcomes. Thus, success is not merely measured through tests or explore the roles, but also through students' personal reflection and changes in their approach to learning.

Kirkpatrick emphasize that a meaningful role explore the role must go beyond measuring satisfaction or learning outcomes. he argue that, "a successful role explore the role must not only measure participant satisfaction and learning but ultimately how well they

²⁵ Guskey, T. R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press.

apply what was learned and the long-term value it brings.”²⁶ This suggests that positive role must be observable in how participants apply what they have learned in real-world or academic contexts and whether those applications lead to sustained improvements over time. The focus shifts from short-term achievement to long-term value, which is especially relevant in evaluating educational interventions.

In the context of this study, a positive role might be observed when a student who previously lacked confidence in academic speaking becomes more structured, articulate, and self-assured during a seminar presentation after taking the SFAS course. Even if this improvement is not fully measurable through scores, the student’s own account of change, combined with observable behavior, provides evidence that the intervention has had a meaningful influence. Therefore, in qualitative research, positive role can be analyzed through narrative patterns, reflective insights, and changes in individual performance that emerge as a result of the learning experience.

2. Negative Role

Negative role in the context of educational explore the role refers to consequences that arise when a program or intervention fails to meet its intended learning objectives or worse, produces outcomes

²⁶ Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating Training Programs: The Four Levels* (3rd ed.). San Francisco, CA: Berrett-Koehler Publishers

that contradict its original goals. According to the OECD, “role refers to the positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.”²⁷ This definition emphasizes that negative effects can occur unintentionally and may not always be immediately visible, yet they still form part of the overall role of a program.

In practice, negative role doesn’t always mean complete failure. It may appear in subtler forms, such as participant dissatisfaction, difficulty applying what was taught, or a decline in motivation and engagement. Guskey notes that, “when professional learning fails to address the real needs of participants or lacks follow-up and support, negative outcomes such as frustration, resistance, or rejection are common.”²⁸ In other words, even if learners understand the material conceptually, the absence of practical relevance or support can lead to disillusionment and loss of trust in the program.

Further, Pekrun’s Control-Value Theory highlights the role of negative emotions in hindering academic success. He states that, “negative emotions can undermine academic performance by impairing attention, motivation, and memory processes.”²⁹ This means that when learners feel a lack of control or fail to see value in

²⁷ OECD. (2002). *Glossary of Key Terms in Explore the role and Results-Based Management*. Paris: OECD Publishing.

²⁸ Guskey, T. R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press.

²⁹ Pekrun, R. (2006). *The Control-Value Theory of Achievement Emotions: Assumptions, Corollaries, and Implications for Educational Research and Practice*. *Educational Psychology Review*, 18(4), 315–341

what they are learning, they are more likely to experience anxiety, frustration, or disengagement ultimately roleing their academic performance.

In the context of this study, negative role may be observed when students perceive the SFAS course content as irrelevant to their actual needs, feel there was a lack of personalized practice, or experience inadequate support from instructors. Even if they attended the classes, such experiences can lead to anxiety during presentations, low confidence in speaking, or even resistance toward the teaching methods used. In these cases, instead of facilitating improvement, the learning program becomes a source of emotional burden and fails to support the development of academic speaking skills effectively.

C. Indicator of the role

To understand and Evaluation the concept comprehensively in educational research, many scholars have adopted Kirkpatrick's Four-Level Evaluation as a foundational framework. Initially developed by Donald L. Kirkpatrick in and further refined in Kirkpatrick, this model offers a hierarchical and outcome-oriented structure for assessing the supportive role of training and instructional programs. The four levels Reaction, Learning, Behavior, and Results represent a progression from

immediate learner responses to the measurable results of learning interventions in real-world settings.³⁰

a. The first level, Reaction

The first level in Kirkpatrick's model, Reaction, the extent to which participants respond positively to a learning experience, both emotionally and cognitively. Kirkpatrick and Kirkpatrick define this level as "the degree to which participants find the training favorable, engaging, and relevant to their jobs." In the context of this study, the term training is adapted to refer to the Speaking for Academic Settings (SFAS) course, and the word job refers to the students' academic tasks, particularly delivering presentations during their proposal seminars. This level focuses on three key components: favorable, engaging, and relevant.

Favorable refers to the students' level of satisfaction with the course content, teaching methods, and classroom environment. Satisfaction may be reflected in their opinion of the clarity of the material, the lecturer's delivery style, and their overall learning comfort. First, satisfaction with course content, which refers to how satisfied students are with the topics and materials delivered in the SFAS course. Clear, structured, and contextually relevant materials are likely to influence students' positive opinion or opinion of the course.

³⁰ Kirkpatrick, J. D. (2006). *Evaluating Training Programs: The Four Levels* (3rd ed.). San Francisco: Berrett-Koehler Publishers.

Second, satisfaction with teaching methods, which refers to how the teaching strategies used by lecturers for example lectures, simulations, discussions role students' comfort and learning supportive role. Third, comfort in classroom environment, which assesses the extent to which students feel safe and supported during the learning process this includes feeling accepted and encouraged when trying to speak or practice presentations.

The **engaging** the extent to which students felt actively involved in the learning process. This includes active participation in speaking or discussion activities, enjoyment during class, which reflects positive emotions such as enthusiasm and enjoyment throughout the learning process, and motivation to engage in tasks, which reflects their willingness to participate in presentation practices and other speaking tasks.

The **relevance** to see how students perceive the usefulness and applicability of the SFAS course materials to their academic needs. This consists of three areas: relevance to academic needs, which Explore the roles whether the SFAS content supports students in tackling challenges such as proposal seminars; applicability to proposal seminar, which measures their ability to apply what they learned during their actual presentation; and perceived usefulness, or the degree to which they believe the speaking skills taught in SFAS will be beneficial in other academic or professional contexts.

b. The second level, Learning

The second level, Learning, focuses on the extent to which participants acquire knowledge, skills, attitudes, and internal changes resulting from their learning experience. Kirkpatrick defines this level as “the degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training.” In this context, it refers to how students absorb and internalize the academic speaking skills taught in the SFAS course.

The **knowledge** component refers to students’ comprehension of how to structure an academic presentation, the use of appropriate formal expressions, and techniques for effective opening and closing. Students who demonstrate strong understanding in this area are typically able to present their ideas in a logical, organized, and academically appropriate manner. This also involves awareness of appropriate academic language and tone.

In terms of **skills**, this level refers to technical speaking abilities such as pronunciation accuracy, fluency, vocabulary range, and intonation control. Improvement in these areas indicates that students have not only learned the material cognitively but have internalized the oral language skills necessary for formal academic settings.

Attitude involves students’ openness toward engaging in speaking activities, their willingness to receive and act on feedback,

and their general disposition toward public speaking. A positive attitude often leads to higher classroom participation and a stronger commitment to skill development.

Confidence refers to the level of self-assurance students gain when speaking in public, particularly in formal academic environments. Increased confidence is a strong indicator that students feel more prepared and less anxious when required to present their ideas orally.

Commitment is defined as the student's motivation to continue developing academic speaking skills even after the course ends. Highly motivated students often continue practicing independently and seek opportunities to speak in public, indicating that the learning process has had a lasting role.

c. **The third level, Behavior**

The third level of the Kirkpatrick model, Behavior, refers to the extent to which participants apply what they have learned in real-life situations. Kirkpatrick and Kirkpatrick define this level as “the degree to which participants apply what they learned during training when they are back on the job.” This level is crucial because it measures learning transfer, or whether the knowledge and skills acquired during the training are actually used beyond the classroom.

Although originally designed for workplace settings, this level can be adapted in higher education to Explore the role how well

students implement what they learned in academic contexts such as proposal seminars, classroom discussions, or oral examinations.

Several observable behaviors can be drawn from this concept, including:

The Use of techniques learned refers to whether students consciously applied the strategies taught in the SFAS course during their seminar presentation. This includes how they structured their delivery, used formal expressions, maintained coherence, or followed academic presentation norms taught during the course

Non-verbal expression includes the application of physical communication strategies such as eye contact, facial expressions, posture, hand gestures, and vocal tone. These elements are critical in enhancing spoken delivery, building credibility, and maintaining audience engagement all of which were part of SFAS training.

Handling anxiety during presentation focuses on how students managed emotional and psychological aspects such as nervousness, fear, or stress during their proposal seminar. This involves applying coping techniques or self-regulation strategies taught or practiced in class, which reflects the real-life application of affective learning outcomes

By analyzing how students describe their own behaviors in these areas, this study seeks to explore whether the learning has extended beyond understanding into real-world application, as experienced by

the students themselves. This approach focuses on capturing students' opinions.

d. The fourth level, Results

The fourth level, Results, is the pinnacle of Kirkpatrick's model and measures the overall outcomes of a learning program. Kirkpatrick and Kirkpatrick describe this level as "the degree to which targeted outcomes occur as a result of the training and the support and accountability package." In an educational setting, these outcomes may not always be numeric scores but may also include perceived long-term roles of learning.

In the context of higher education, this level is adapted to assess changes students experience after completing the SFAS course both personally and academically. This includes:

Increased readiness captures students' perceived level of preparedness to deliver formal academic presentations after completing the SFAS course. It reflects how confident and organized they felt going into their proposal seminar, based on the tools and practice they had received.

Sense of achievement refers to the students' internal explore the role of success whether they believe their performance during the seminar was enhanced as a direct result of taking the SFAS course. This includes feelings of pride, improvement, or satisfaction with how they delivered their ideas during the event.

Intention to apply skills in future explores the students' motivation and willingness to reuse what they learned in SFAS for future speaking contexts, such as thesis defenses, class presentations, academic conferences, or even job interviews. This forward-looking indicator shows the sustainability and transferability of learning outcomes,

Unlike Level 3, which focuses on what students did, Level 4 emphasizes what they gained from doing it. By exploring students' perceptions of the long-term value and role of their learning, researchers can determine whether the course has produced meaningful and lasting outcomes.

This level supports the understanding of sustained learning benefits, long-term applicability, and the perceived educational value of the SFAS course in students' academic and professional development.

Image 2.1 Kirkpatrick's Four-Level Evaluation



According to Researcher, Kirkpatrick's Four-Level offers a comprehensive framework for assessing or understanding the supportive

role of educational interventions, including courses like Speaking for Academic Settings (SFAS). Each level reaction, learning, behavior, and results captures a distinct dimension of the learning process, from students' initial engagement to the observable outcomes in real academic performance. By applying this model, the researcher can holistically examine not only how students perceive and internalize the SFAS course but also how it influences their actual speaking behavior and measurable performance during proposal seminars. This layered explore the role ensures that both subjective experiences and objective achievements are taken into account, aligning well with the mixed-methods approach used in this study.

B. Review of Previous Study

To build a strong foundation for this study, it is important to look at previous research on students' speaking performance, academic speaking instruction, and language education programs to explore their role. Many studies have examined speaking anxiety, language skills, and classroom interaction, but only a few have addressed the role of formal academic speaking courses through a comprehensive model such as Kirkpatrick's four-level framework. This review highlights key studies in the field, their findings, their gaps, and how the present research intends to build on them.

1. Anida Triyana Putri (2024) conducted a study entitled "An Analysis of Students' Difficulties During Speaking Performance in the Classroom by the Second Semester Students at English Education Study Program UIN

Raden Intan Lampung.” Referring to Harmer’s theory of speaking aspects (grammar, vocabulary, pronunciation, fluency, comprehension), the study also identified linguistic and non-linguistic causes of speaking difficulties, such as limited vocabulary, grammatical issues, fear of mistakes, shyness, and nervousness. Data were collected through interviews, observations, and documentation. While this research provides useful insights into early-semester students’ speaking problems in public speaking classes, it does not examine how a specific academic speaking course plays a role in preparing students for proposal seminars. Moreover, it does not employ a structured framework such as Kirkpatrick’s model, which limits the scope of its analysis.³¹

2. Hilman Amzari Nasution (2022) in “An Analysis of Students’ Speaking Performance Problems in Presentation of the Third Semester at English Language Education of Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau” used a descriptive qualitative approach to investigate inhibiting factors in presentations. With data from 38 students, the findings showed that 34% lacked self-confidence, 34% experienced grammatical errors leading to reduced fluency, and 32% demonstrated ineffective body language. While the study highlights important factors in speaking performance, it focuses only on identifying problems among early-semester students. In contrast, the present study explores the role of

³¹ Anida Triyana Putri, *An Analysis of Students’ Difficulties During Speaking Performance in the Classroom by the Second Semester Students at English Education Study Program UIN Raden Intan Lampung* (Lampung: UIN Raden Intan Lampung, 2024).

the SFAS course in shaping students' performance in a more advanced and high-stakes context, namely the proposal seminar, using Kirkpatrick's systematic levels.³²

3. Natalia Anggrarini et al. (2022) conducted "Investigating the Factors Affecting Students' Problems in Speaking Performance." Using a qualitative case study, the research examined performance conditions (planning, time pressure, support) and affective factors (motivation, self-confidence, anxiety) among fourth-semester English Education students at Wiralodra University. Findings revealed lack of planning and insufficient audience support as dominant performance conditions, and low self-confidence and anxiety as key affective barriers. This study is relevant for showing both external and internal influences on speaking, but it does not address advanced academic speaking in proposal seminars or analyze the role of a formal academic speaking courses.³³
4. A study published in the Pinisi Journal of Art, Humanity and Social Studies entitled "Speaking Performance Problems Faced by Students of English Education Department at UIN Alauddin Makassar" investigated linguistic and non-linguistic problems in proposal seminar presentations. Using descriptive methods, the study found recurring issues such as limited vocabulary, poor grammar, low self-confidence, mispronunciation,

³² Hilman Amzari Nasution, *An Analysis of Students' Speaking Performance Problems in Presentation of the Third Semester at English Language Education of Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau* (Bachelor's thesis, Universitas Islam Riau, 2022).

³³ Natalia Anggrarini, Atikah Wati, Nurfatma Devi, and Suwardi, "Investigating the Factors Affecting Students' Problems in Speaking Performance" (2022).

and fear of mistakes. Although contextually closer to the present study, this research mainly identifies problems without exploring the role of a structured course such as SFAS in supporting student readiness, nor does it adopt a four-level framework for analysis.³⁴

5. Zelfi Rendra (2024) in “Students’ Obstacles in Public Speaking Performance at the English Education Department of UIN Suska Riau” analyzed challenges faced by fifth-semester students after completing several speaking courses, including SFAS. Using interviews and Miles & Huberman’s qualitative analysis, the study found that psychological obstacles such as low confidence, poor audience engagement, reliance on visual aids, and time management issues were dominant. While relevant in connecting public speaking courses with performance, the focus was on persuasive speech rather than proposal seminars, and the study did not use a comprehensive framework such as Kirkpatrick’s model to examine roles across different levels.³⁵

In conclusion, previous studies have contributed significantly to understanding students’ challenges in speaking performance, particularly related to psychological, linguistic, and behavioral obstacles. However, most of the literature remains centered on identifying problems rather than exploring

³⁴Armadi Jaya et Al “Speaking Performance Problems Faced by Students of English Education Department at UIN Alauddin Makassar,” *Pinisi Journal of Art, Humanity and Social Studies* (n.d.) (2022).

³⁵ Zelfi Rendra, Students’ Obstacles in Public Speaking Performance at the English Education Department of UIN Suska Riau (Bachelor’s thesis, UIN Suska Riau, 2024)

the supportive role of targeted academic speaking instruction. What differentiates the present study is its use of the Kirkpatrick Four-Level Model to explore the role of the Speaking for Academic Settings (SFAS) course in a structured and holistic way. Unlike prior research that often emphasizes beginner-level speaking or generalized public speaking, this study focuses specifically on proposal seminars as a high-stakes academic context. By analyzing students' reactions, learning, behavioral transfer, and results, this research aims to fill a gap by offering deeper insights into how structured academic speaking instruction supports students' preparedness and performance.

CHAPTER III

METHODOLOGY

This chapter explains the methodology of the research and other matters relating to data collection and data analysis of the research. The details of the points previously mentioned will be further explained.

A. Kind Of The Research

This research is a descriptive qualitative study, which aims to explore and describe students' opinions about the role of the *Speaking for Academic Settings (SFAS)* course in preparing them for their proposal seminar. This study does not aim to evaluate the SFAS course. Rather, it investigates the perceived role of the course from the students' perspective, focusing on how it contributes to their preparation for the proposal seminar. While Kirkpatrick's Four-Level is employed as a structured analytical framework, it is used solely to categorize and understand the course's contribution, not to assess its effectiveness or performance. Instead, it tries to understand the experiences and views of participants in detail, based on what they have actually gone through. A descriptive qualitative approach is used to capture participants' personal interpretations and meanings within a natural setting. Sugiyono explains that qualitative research is used to study natural conditions, where the researcher acts as the main instrument and collects data through interviews, observation, and documentation.³⁶ Same with, Moleong states that qualitative research aims

³⁶ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D* (Bandung: Alfabeta, 2017), p. 15.

to understand a phenomenon holistically by describing it in words, in a natural context, and using various scientific methods.³⁷

Qualitative research is particularly useful for understanding the role of a program or intervention, especially in terms of how and why it works from the participants' perspective.³⁸ Therefore, this research approach is considered the most appropriate to understand students' opinions in a detailed and meaningful way, especially regarding how the SFAS course supports their readiness for formal academic speaking activities such as proposal seminars .

B. Subject Of the Research

The subjects of this research were students from the English Education Study Program (Tadris Bahasa Inggris) at IAIN Curup. The participants were selected using purposive sampling, which means they were chosen intentionally based on specific considerations that matched the goals and focus of the study. The criteria for selecting participants were as follows:

1. They had completed the Speaking for Academic Settings course;
2. They have already participated in the seminar proposal.
3. They were willing to be actively involved in an in-depth interview.

These criteria were set to ensure that each participant had direct experience with both the SFAS course and the academic speaking practice that is the focus of

³⁷ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2019), p. 6.

³⁸ Patton, M. Q. (2002). *Qualitative Research and Explore the role Methods* (3rd ed.). Thousand Oaks, CA: SAGE Publications.

this research. In total, 7 students were selected as participants. They were all active students of the English Education Study Program at IAIN Curup and had fully met the selection criteria. These participants were considered capable of providing honest, relevant, and detailed information about their opinions on how the SFAS course helped them prepare for the proposal seminar. Through their experiences, the researcher aimed to gain a deeper understanding of the contribution of the SFAS course to students' academic speaking skills.

C. Data Collection Technique

In this study, the data collection techniques were aligned with the chosen approach, which is a descriptive qualitative method. The research aimed to explore the role of the Speaking for Academic Settings (SFAS) course on students' speaking performance during their proposal seminars. To obtain in-depth and relevant data, the researcher employed two main techniques: in-depth interviews and documentation. The interviews were conducted in a semi-structured format, allowing participants to share their experiences and perspectives openly. In addition, documentation in the form of video recordings of the proposal seminars was used to support and enrich the findings from the interviews. The combination of these techniques enabled the researcher to gain a comprehensive understanding of the role of SFAS from the students' viewpoints as well as its manifestation in real academic presentation practices.

1) Interview

In-depth interviews were conducted to explore students' opinion of the Speaking for Academic Settings (SFAS) course in preparing them for the

proposal seminar. The interview protocol was designed based on Kirkpatrick's Four-Level to Explore the role, encompassing all four levels: Reaction, Learning, Behaviour, and Results. This model provided a structured framework for capturing a comprehensive picture of how students responded to the course, what they learned, how they applied the skills, and what benefits they perceived.

The interviews were conducted in a semi-structured format using open-ended questions. According to Creswell, semi-structured interviews offer the advantage of a guided yet flexible format that enables researchers to probe deeper while still maintaining focus on the research objectives.³⁹ This approach allowed participants to freely share their reflections and provided the researcher with flexibility to explore emerging themes while remaining aligned with the four level framework. In qualitative research, interviews especially semi-structured ones are widely used for obtaining in-depth insights into participants' thoughts, feelings, and lived experiences.

2) Documentation

Documentation of the proposal seminar was used as a supporting technique to complement and strengthen the data gathered from interviews. This documentation allowed the researcher to observe how students applied

³⁹ Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.

the speaking skills they had learned from the SFAS course in real academic settings, particularly during their proposal seminar presentations.

Sugiyono defines documentation as a technique for collecting data through records, visuals, or artifacts related to the research subject, which can serve as visual evidence.⁴⁰ By reviewing the video recordings, the researcher was able to cross-check students' statements in the interviews with their actual speaking performance such as their use of language, confidence, content delivery, and both verbal and non-verbal expression during the presentation.

D. Instrument

Depending on the techniques above, the following are some of the instruments used by researchers to collect data as follow:

1) Interview Guide

The interview guide in this study was developed based on Kirkpatrick's Four-Level to Explore the role. This level provides a structured framework for evaluating or understanding of training or educational programs, including behavioral changes and measurable outcomes. In this study, all four levels Reaction (Level 1), Learning (Level 2), Behavior (Level 3), and Results (Level 4) Although Kirkpatrick's Four-Level was originally developed as a tool for training evaluation, in this study it is employed solely as an analytical framework to guide the interview questions. The model structures the inquiry into students' opinion of the role of the SFAS course in preparing them for

⁴⁰ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D* (Bandung: Alfabeta, 2017), p. 240.

proposal seminars, without making any evaluative judgments about the course's effectiveness. Level 1 focused on students' immediate reactions and satisfaction with the course, Level 2 explored what knowledge and skills were acquired, Level 3 assessed whether those skills were applied during the proposal seminar, and Level 4 examined the resulting role on their actual speaking performance. According to Kirkpatrick & Kirkpatrick, "Behavior explore the role measures the extent to which participants apply what they learned when they are back on the job, while results look at the final outcomes."⁴¹ By integrating all four levels, the interview items were designed to elicit a broad and in-depth understanding of students' experiences and the overall role of the SFAS course.

The questions were designed in open-ended format to allow students to express their experiences freely. Each item was carefully constructed to reflect one or more indicators from the Kirkpatrick framework, such as confidence in speaking, ability to structure presentations, and awareness of academic speaking norms. This aligns with qualitative research principles that emphasize capturing the richness and subjectivity of participants' lived experiences. As noted by Creswell, qualitative interviews are particularly effective for exploring how participants make meaning of their experiences.⁴² Therefore, this instrument helped uncover not only whether the SFAS course had an role, but also how students internalized and demonstrated that role.

⁴¹ Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating Training Programs: The Four Levels*. Berrett-Koehler Publishers

⁴² Creswell, J. W. (2018). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (4th ed.). Sage Publications.

Several studies support the use of Kirkpatrick's model in educational research. For example, Yulianingsih and Soetjipto applied the model to explore teacher professional development outcomes, including perceived behavior changes and classroom performance.⁴³ Similarly, Ismail et al. used it to assess training supportive role among students and found that Level 3 and Level 4 explore the role provided meaningful insights into long-term roles.⁴⁴ These studies demonstrate that Kirkpatrick's framework is not limited to corporate training, but is also widely applicable in higher education contexts, including course explore the roles like SFAS.

Table 3.1 Interview Guide Based on Kirkpatrick's Four Level (2006)

No	Aspect	Indicator	Sub-indicator	Questions
1	Students' opinion of the Speaking for Academic Settings (SFAS) course in preparing them for the proposal seminar	1. Reaction	1. Favorable	1. To what extent did the content of the SFAS course meet your expectations and help you feel more prepared for your proposal seminar? 2. How effective were the teaching methods (for example lectures, discussions, simulations) in supporting your learning process? Can you give examples? 3. How would you describe the classroom atmosphere? Did you feel comfortable and encouraged to speak during class? Why or why not?

⁴³ Yulianingsih, W., & Soetjipto, B. E. (2022). Evaluating Teacher Training Programs Using Kirkpatrick's Model. *Jurnal Pendidikan dan Pembelajaran*, 29(1), 45–56.

⁴⁴ Ismail, R., Suparman, L., & Fatmawati, F. (2021). Training Explore the role Using the Kirkpatrick Model in Higher Education. *International Journal of Education and Practice*, 9(2), 214–223.

			2. Engaging	4. In what ways did the SFAS course encourage your active involvement in speaking activities? 5. What aspects of the course made the learning experience enjoyable or motivating for you? 6. Were there moments where you felt personally invested or motivated to participate in the class? Please explain.
			3. Relevance	7. How relevant were the topics and exercises in SFAS to the speaking challenges you faced in your proposal seminar? 8. Can you describe a specific moment during your proposal seminar when you applied something you learned in SFAS? 9. How useful are the speaking strategies taught in SFAS for other academic or future professional settings? Why do you think so?
		1. Learning	1. Knowledge	10. What key knowledge did you gain from SFAS about organizing and delivering academic presentations? 11. How has your understanding of academic language, such as formal expressions and structured delivery, improved through the course?
			2. Skills	12. What specific improvements have you noticed in your speaking skills (for example fluency, pronunciation, intonation, vocabulary) after completing SFAS? 13. Can you reflect on your ability to control delivery elements such as tone, emphasis, or rhythm before and after the course?
			3. Attitude	14. How has your attitude toward public speaking changed as a result of participating in SFAS?

				15. Are you now more open to receiving and using feedback on your speaking performance? Why or why not?
			3. Confidence	16. How confident do you feel now when speaking in formal academic settings, such as proposal seminars, compared to before you took SFAS? 17. What role did SFAS play in reducing your nervousness or anxiety during public speaking?
			4. Commitment	18. After completing the course, how committed are you to continue improving your academic speaking abilities? 19. Are there any specific actions or goals you've set to continue practicing what you learned in SFAS? Please describe.
		3. Behavior	1. Application of Learning	20. During your proposal seminar, what specific speaking strategies or techniques from SFAS did you intentionally apply? 21. How did you apply non-verbal elements such as eye contact, gestures, or posture during your presentation? 22. What techniques did you use to manage anxiety or nervousness in doing your proposal seminar, and were these techniques introduced or practiced in SFAS?

		4. Results	1.Perceived Outcome	23. How prepared did you feel to deliver your proposal seminar after completing SFAS, and what influenced that level of readiness? 24. To what extent do you believe SFAS contributed to the quality and success of your presentation? 25. How likely are you to apply the speaking skills and techniques from SFAS in future academic or professional contexts? Can you share specific situations where you plan to use them?
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E. Technique of Analysis Data

In this study, data analysis was conducted qualitatively using the interactive model proposed by Miles, Huberman, and Saldana.⁴⁵ The analysis proceeded through three main stages: data reduction, data display, and conclusion drawing and verification.

1) Data Reduction

Data reduction was carried out by filtering and simplifying raw data obtained from interviews and video documentation of proposal seminars. The researcher identified and categorized students' opinions into thematic groups based on Kirkpatrick's framework, such as attitude, skill, knowledge, application of learning, and confidence. Repetitive or irrelevant data were eliminated, while relevant data were coded and classified into two major categories: positive and negative opinions.

⁴⁵ Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.

2) Data Display

The reduced data were then presented in the form of thematic narratives and tables. This presentation allowed the researcher to observe patterns, connections among categories, and differences in students' opinions. Verbatim quotations from interviews were included to support the findings, while video observations were used as supplementary data to reinforce the interpretation of interview results.

3) Conclusion Drawing and Verification

After the data were displayed, conclusions were drawn based on consistent thematic patterns found in the interview data. To support the interpretation, cross-checking was carried out using video documentation of proposal seminars. The videos served as supporting data to confirm the extent to which students' opinions were reflected in their actual performance during presentations. Thus, the final conclusions were not solely based on verbal perceptions but were also strengthened by observable evidence of behavior.

This multi-step analysis process ensured that the research findings were systematically derived, contextually grounded, and reflective of both the students' subjective experiences and their demonstrable speaking performance.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings of the study and discusses them based on the research question and theoretical framework. The data were collected through in-depth interviews and supported by documentation in the form of video recordings of the proposal seminar. The analysis was conducted using thematic analysis, Organized according to the four levels of Kirkpatrick's: reaction, learning, behavior, and result. Each level is discussed in detail through selected themes and supported by relevant quotations from participants, as well as observations from the recorded seminar presentations.

A. Findings

1. Students' opinion of the role Speaking for Academic Settings (SFAS) course in preparing them for the proposal seminar)

This chapter presents research findings based on students' opinions regarding the role of the Speaking for Academic Settings (SFAS) course on their performance during the proposal seminar. Data were collected through interviews and video documentation, then analyzed. Student opinions were grouped into two main categories: positive and negative. These findings are compiled based on the findings and include original transcripts from several representative students. The analysis is organized thematically to highlight recurring patterns and unique perspectives. In this way, the chapter provides a comprehensive picture of how students perceived the role of SFAS in shaping their preparation and delivery during the seminar.

Table 4.1 Student Opinion

No	Student	Student Opinion
1	(R1,R2, R3,R4,R7) Positive Opinion	Students found SFAS helpful and relevant, with effective topics, exercises, and simulations. Though sometimes tense, the class encouraged participation and built confidence. They gained understanding of presentation structure, academic language, and delivery techniques. Many improved fluency, pronunciation, and intonation, became more open to feedback, and felt more prepared. SFAS strategies were consciously applied during the seminar and seen as useful for future academic or professional use.
2	(R5,R6) Negative Opinion	Content felt too general or irrelevant, Lecture-based method reduced interaction. Tense atmosphere caused fear and silence, Anxiety and past experiences limited participation, Strategies seen as basic or hard to apply, Struggled with formal expressions and word choice, Technical issues: tone, fluency, rhythm, Tips hard to apply under pressure, Fear of public speaking and criticism persisted, No significant gain in confidence for some, Practice felt insufficient for real seminar, Low motivation to apply SFAS post course, Nervousness disrupted performance and recall, Rare use of SFAS strategies; relied on habits. Weak non-verbal cues: passive posture, no eye contact, Felt unprepared; relied on self or peers, Little intent to reuse SFAS; preferred own methods.

1) Favorable

In this section the students interviewed had a mix of positive and negative opinions.. Some students felt satisfied, saying the material was clear and relevant, especially the simulations. They found the class environment supportive and felt more confident to participate. This was reflected in videos showing organized presentations, confident delivery,

and effective use of academic language and body language. In contrast, other students were less satisfied. They found the material too general, the lessons too lecture-focused, and the classroom atmosphere tense. Video recordings showed some students reading slides with minimal explanation, suggesting limited application of the course content. Two students who showed positive reactions were R3 and R7.

R3 stated, *“the content of the SFAS course really helped and met my expectations in supporting me during the proposal seminar process... the classroom atmosphere felt comfortable.”* Similarly,

R7 stated, *“the Speaking for Academic Settings course really helped me in preparing for the proposal seminar, it really met my expectations... the atmosphere felt more manageable and I could face it more calmly.”*

In contrast, two students expressed negative reactions: R5 and R6.

R5 said, *“The content didn’t really match my expectations... I was afraid to ask questions... the classroom atmosphere was quite tense. I became less comfortable speaking because I was afraid of making mistakes.”*

Likewise, R6 shared, *“the delivery, for some people like me, made me afraid to ask when I didn’t understand something... the atmosphere felt a bit stiff to me.”*

These excerpts illustrate how discomfort in the classroom and limited interactivity hindered learning and reduced confidence. Overall, the SFAS course had a positive role on some students, while others benefited less, possibly due to differences in teaching style and personal confidence.

2) Engaging

The SFAS course received both positive and negative opinion. Two respondent who showed strong engagement were R3 and R4.

R3 emphasized how the course boosted confidence and participation:

R3 State *“the SFAS course encouraged active involvement in speaking activities, especially in terms of confidence... the most motivating and enjoyable aspect of learning was actually the learning process itself.”*

Similarly, R4 shared the excitement and motivation during simulations:

R4 State *“What made me most excited was when we were asked to do a real seminar simulation. It felt like a ‘test of courage’ but still in a safe environment... I prepared really well because I felt it was an opportunity to show what I had learned.”*

In contrast, R5 and R6 reflected negative engagement. R5 admitted feeling disconnected and unmotivated:

“To be honest, I rarely felt truly motivated to be active in class... Maybe because the way it was delivered didn’t match what I expected, so I didn’t feel involved.”

R6 added how anxiety and a past negative experience discouraged her participation:

“I was once enthusiastic to be active, but I was once kind of scolded... it still became a trauma. After that, I became even more silent in class.”

These findings highlight that while SFAS successfully engaged many students, others experienced barriers related to emotional safety, personal learning style, and classroom dynamics, which affected their willingness to participate actively

Based on finding respondent gave mixed responses regarding how engaging the SFAS course was. Some felt motivated and actively involved, especially during simulations. They enjoyed the learning

process and felt supported to speak more. This is supported by video observations showing that these students presented with clear structure, used formal language, showed good eye contact, appropriate gestures, and spoke fluently without depending too much on slides. These features reflect their strong engagement and preparation. And some students felt less motivated and not actively involved. They mentioned being afraid to speak or feeling disconnected from the activities. This was also seen in the videos some students mostly read from slides, avoided eye contact, spoke in a flat tone, and showed minimal body movement. These signs suggest lower engagement, possibly due to discomfort or lack of confidence. These differences show that while SFAS encouraged active learning for some, others still struggled to participate fully.

3) Relevance

Findings from the interviews show that most respondents perceived the SFAS course as relevant to their academic speaking needs. They described how the course materials and practice aligned with the challenges they faced during the proposal seminar. These students successfully applied speaking strategies they learned such as presentation structure, transitions, and delivery techniques and believed that those skills would remain useful in future academic or work-related contexts.

For example, R3 stated, “The topics and exercises given in SFAS were very relevant to prepare for the proposal seminar... I still apply those strategies, especially in preparing materials and

presentations, and in building confidence when teaching or speaking in front of many people.”

Similarly, R7 reflected, “The practice in SFAS really connected with the challenges during the proposal seminar... presenting will definitely be useful not just now, but also later when I work or have other responsibilities.” These responses show a high level of perceived relevance and long-term usefulness.

In contrast, findings also revealed that a few respondents had difficulty connecting the course to real seminar experiences.

R5 explained, “To be honest, I had a hard time recalling a specific moment where I really applied the material from SFAS... some of the speaking strategies taught were still too basic.”

Likewise, R6 noted, “Some of the content was connected, but for me, it was hard to relate it directly to real experience during the proposal seminar.” These findings indicate that for some students, nervousness, or a lack of depth in the material reduced their ability to apply the course strategies effectively.

This was supported by the video documentation, where students who perceived the course as relevant were observed delivering presentations fluently without relying heavily on written texts, demonstrating confident explanations, and appropriately responding to questions. Their performance included the use of transition signals, effective opening and closing techniques, sustained eye contact, natural gestures, and the use of formal, academic expressions indicating the successful application of SFAS strategies. In contrast, those who expressed lower perceived relevance tended to read directly from slides, showed limited use of signposting and transitions, appeared less confident, and struggled to demonstrate deep understanding reinforcing

their interview statements about the course being less applicable or insufficiently internalized.

4) Knowledge

Based on the interview data, it was found that most respondents showed progress in their knowledge of academic presentation structure and use of formal language after completing the SFAS course. Respondents who responded positively described their increased awareness of how to organize presentations and differentiate between everyday and academic language. They also reported improvement in their ability to select formal vocabulary and apply techniques such as opening, transitions, and closing strategies. For instance, respondent

R4 stated, "I also understood the difference between everyday language and academic language. For example, I learned to use phrases like 'this research aims to...' instead of 'I wanna talk about...'"

Similarly, respondent R7 noted, "about how to organize a presentation in an orderly manner and not just speak randomly. Including how to do the opening, transitions, and the closing..." These responses reflect a meaningful gain in their comprehension and awareness of presentation structure and academic tone.

On the other hand, it was also found that several respondents reported limited progress in applying the knowledge they had learned.

R5 admitted, "So during the seminar, I was still confused about choosing the right words to sound academic but still clear and natural,"

while respondent R6 said, “Formal language had been introduced, but I wasn't used to it yet, so I still felt awkward when trying to use it.”

These findings suggest that while understanding had developed to some extent, practical application remained a challenge for some students, often influenced by affective factors like nervousness and lack of fluency. This was supported by the video analysis, in which students with positive responses demonstrated clear presentation structures, appropriate use of transitions, standard opening and closing techniques, and academic intonation with sufficient emphasis to avoid monotony. In contrast, those with negative responses, although able to follow the correct structure, appeared visibly nervous, relied heavily on memorization, displayed monotonous delivery with minimal emphasis, and read directly from slides without elaboration, indicating limited mastery and confidence in applying the knowledge during actual performance.

5) Skill

Based on the findings, it was found that the Skill indicator reflected both positive and negative developments among respondents. Many respondents reported improvements in fluency, pronunciation accuracy, vocabulary range, and intonation control, indicating that they had internalized some of the oral language skills necessary for formal academic settings. For example,

R3 stated, "The improvement I felt was quite complete. Fluency in speaking became better, pronunciation clearer, intonation more controlled, and vocabulary also increased. Yes, I felt able to control because I was already prepared. So, I could adjust myself to the classroom situation." Similarly,

R4 noted, "After joining SFAS, I felt my speaking became more fluent. I didn't pause too long like I used to. My pronunciation also got better... But now I know when to raise intonation or when to speak slower. It sounds better now."

On the other hand, the findings also show that some respondents still faced challenges in mastering these skills, particularly under the pressure of formal presentation situations. For instance,

R5 expressed, "I still don't feel capable of controlling elements like tone, stress, or rhythm properly, maybe because I was too nervous even after finishing the course, even during the seminar proposal."

Likewise, R6 explained, "There was improvement, but small. I still often paused because I forgot words or was confused about what to say... Sometimes my speech became flat and rushed because of nervousness."

These responses indicate that while SFAS provided foundational skills, certain affective barriers such as nervousness and limited practice time hindered consistent application during actual academic performances. This was supported by the video recording, where respondents with positive outcomes demonstrated clear and accurate pronunciation, smooth fluency with minimal unnecessary pauses, varied and contextually appropriate academic vocabulary, controlled intonation with emphasis on key points, and stable rhythm that was easy to follow. In contrast, respondents with negative outcomes

showed slightly unclear or inconsistent pronunciation, disrupted fluency with frequent pauses or filler words, limited vocabulary that occasionally mixed with informal expressions, monotonous intonation lacking emphasis, and unstable rhythm either rushed or overly slow often caused by nervousness.

6) Attitude

Based on the findings, the Attitude indicator reveals positive and negative developments among respondents. Many respondents stated that SFAS has changed their mindset towards public speaking, making them more confident, prepared, and receptive to feedback. For example,

R2 shared, "Honestly, I used to be terrified of speaking in front of people, but now it's gotten better. I'm still scared, but not as much as before... I used to hate being criticized, but over time I realized how necessary it is... Now I actually feel I need that feedback to improve my speaking performance."

Similarly, R4 stated, "My attitude toward public speaking changed a lot. I used to avoid it as much as possible when asked to speak in front of people. Now, even though I still get nervous, I'm more prepared and don't panic immediately... Now I even like asking for feedback, because from there I can know which parts still need improvement."

These findings indicate that for these respondents, SFAS not only provided speaking strategies but also fostered a constructive mindset toward continuous improvement. On the other hand, the findings also show that a few respondents maintained a negative attitude toward public speaking despite completing the course.

R5 admitted, "If you say open and accepting, yes, I'm accepting, but if the tone already sounds like criticism, I don't want it"

because it will stay on my mind... my confidence when speaking in academic forums is still lacking. I didn't feel any significant improvement after taking SFAS."

Likewise, R6 expressed, "Until now, I'm still really scared when I have to speak in public. SFAS hasn't helped much to reduce that fear... Feedback sometimes made me think, but if it was delivered in a high tone, I became even more insecure and lost motivation."

Overall, the findings show that some respondents developed a more positive attitude toward public speaking after taking SFAS, becoming more confident, better prepared, and more open to feedback, while others continued to experience fear, discomfort, and reluctance to accept criticism, particularly when delivered in a harsh tone. In this case, students' attitudes during the proposal seminar were less observable in the video, as such dispositions are often internal and personal, and may stem from individual traits rather than solely from the SFAS experience. Therefore, the analysis of this indicator relies primarily on the respondents' own reflections during the interviews.

7) Confidence

Based on the findings, the Confidence indicator revealed a noticeable difference between respondents who benefited from SFAS and those who did not experience significant change. Some respondents clearly indicated that SFAS contributed to building their self-assurance in public speaking. For example,

R3 stated, "I'm much more confident now. For example, it can be seen from my experience in the proposal seminar, thesis defense,

even now when I work and have to give presentations... SFAS had a big role because it helped with preparation, which eventually contributed to the improvement of my speaking quality."

Similarly, R4 shared, "Compared to before taking SFAS, now I'm much more confident when speaking in formal forums... SFAS gave some tips to reduce nervousness, like breathing control, visualization, and small practice before performing. I tried those during the seminar, and they were quite helpful."

In contrast, other respondents reported that SFAS did not significantly improve their confidence.

R5 admitted, "SFAS hasn't really helped in reducing my nervousness when speaking in public. I still often feel tense, especially when speaking in front of lecturers during the seminar proposal... Maybe because the class practice didn't closely match the real situation."

R6 reflected, "During the proposal seminar, I was still confused and nervous... SFAS sometimes even made things more tense because the class atmosphere wasn't very supportive for someone nervous like me."

These findings highlight that while SFAS provided useful strategies, for certain respondents, personal tendencies toward nervousness and limited exposure to realistic practice environments hindered substantial improvement in confidence. This was also reflected in the video recording , where respondents with higher confidence maintained an upright posture, projected a clear and steady voice, used supportive gestures, and delivered most of the content from their own understanding. In contrast, those with lower confidence were seen fidgeting, speaking in a low or shaky tone, frequently relying on slides, and reading word-for-word without additional explanation. These patterns suggest that while

technical preparation was addressed in SFAS, the development of confidence remained uneven among respondents.

8) Commitment

From the findings, it was found that some respondents showed strong commitment to continue developing their speaking skills after completing SFAS. For example,

R3 stated, "I'm quite committed to continuing to improve my speaking skills, especially in terms of preparation... the main action I still do until now is maintaining and applying the preparation habit that was taught in SFAS." Similarly,

R4 shared, "After SFAS ended, I still kept practicing... I also have a target to keep teaching presentation to my students, especially because I plan to become an English teacher later. So, I prepare materials using the pattern taught in SFAS."

These findings indicate that for these respondents, SFAS had a lasting influence, encouraging them to keep practicing and applying what they learned for future academic and professional use.

This findings also show that other respondents had lower commitment to continue speaking practice after the course.

R5 said, "I still have the desire to learn, but that motivation comes more from personal needs and assignments not from my experience in SFAS... Right now, I don't have any specific plans to reapply the material from SFAS because I don't feel ready enough."

Likewise, R6 admitted, "Now I practice more often at home alone. I'm not brave enough to practice with others because I'm afraid of making mistakes. I'm afraid of being commented on."

These findings suggest that while SFAS provided the foundation, some respondents still struggled with confidence and external motivation, which limited their willingness to keep developing their skills after the course. Although video recordings were also reviewed for this indicator, the signs of commitment were not clearly showed during the seminar presentations. This is likely because commitment is more closely linked to long-term motivation rather than a single performance, making it less visible in the recorded sessions.

9) Application Of Learning

From the findings, it was clear that several respondents consciously applied the techniques they learned in SFAS during their proposal seminar presentations. On the positive side, these respondents used structured delivery with clear openings and closings, maintained formal expressions, and followed academic presentation norms as taught in class. They also demonstrated strong non-verbal communication, including steady posture, consistent eye contact, controlled gestures, and an engaging vocal tone. In terms of managing anxiety, they applied strategies such as deep breathing, mental preparation, and prayer, which helped them perform with more confidence.

Two respondents reflected this positive role clearly.

R4 stated, "One technique I used during the seminar was an opening that was a bit different than usual... I also used eye contact and tried to keep a straight posture... I also controlled my

hand gestures so they weren't too much but still supported my speech. When nervous, I usually take a deep breath, then drink water before starting. It's simple, but effective." Likewise,

R3 explained, "For the last proposal seminar, the specific technique I used was more about maintaining formality and using academic style... I tried to be active nonverbally, especially in eye contact and body posture... My main technique is preparation. In my opinion, that one thing already includes everything."

The findings also showed that some respondents had difficulty applying SFAS techniques in practice. These students either used very few of the strategies taught or relied mainly on personal habits not related to the course. Non-verbal expressions were minimal, with limited eye contact and passive posture, and anxiety management was mostly done using self-developed methods rather than SFAS-taught techniques.

Two respondents illustrated this challenge.

R5 admitted, "During the seminar proposal, I hardly used any specific strategies from SFAS... I did try to use non-verbal elements like eye contact or body posture, but that came from personal experience, not from the class... To manage nervousness, I usually take deep breaths. I found this method on my own, not from learning in SFAS."

Similarly, R6 shared, "I once tried to use the presentation structure that was taught, but when I performed, I forgot many parts because I was nervous... Elements like eye contact or body gestures I haven't really focused on them... Usually I just take a deep breath before performing, and that's my personal habit, not from SFAS."

Video recording supported these findings. Respondents who applied the SFAS techniques were seen delivering presentations with a clear structure, smooth transitions, and confident posture, supported by

natural gestures and sustained audience engagement. In contrast, those who struggled were observed relying heavily on reading slides, showing minimal eye contact, and having rigid or passive body language, which aligned with their reported difficulty in applying the taught techniques.

Overall, these findings show that while SFAS successfully equipped some respondents with both technical and affective strategies for presentation, others struggled to retain and apply these skills in real settings, often due to nervousness or a stronger reliance on personal habits rather than the course training.

10) Perceived Outcome

The findings indicate that most respondents perceived SFAS as having a meaningful role on their readiness, performance quality, and willingness to apply the acquired skills in future contexts. Those with positive responses highlighted that SFAS simulations, structured presentation training, and lecturer feedback prepared them for the actual seminar, reduced nervousness, and improved delivery. For instance,

R4 stated, “Overall, I felt quite ready during the seminar... If I didn’t take that class, maybe I would just speak randomly and not know how to organize the material properly.”

Similarly, R7 affirmed, “I believe SFAS has a big contribution... Maybe around 65 percent was contribution from SFAS, the rest was my own preparation.”

In contrast, some respondents expressed that the course's role was limited, often overshadowed by their own preparation or external support. For example,

R5 admitted, "My personal preparation and help from friends were more helpful compared to SFAS... The likelihood of me using techniques from SFAS in the future is quite low."

Likewise, R6 commented, "During the proposal seminar, I felt unprepared. Very nervous and felt like I had no idea what to do... SFAS helped a little, but most of my progress came from practicing on my own at home."

These responses suggest that while SFAS offered useful frameworks, individual readiness and external factors significantly influenced perceived outcomes.

From the video documentation recording, positive respondents could be seen delivering their presentations with structured organization, confident posture, and minimal reliance on slides, which aligns with their reported readiness and application of SFAS techniques. In contrast, those in the negative category often relied heavily on reading from slides, exhibited noticeable nervousness, and showed limited integration of the techniques taught in SFAS reinforcing their own statements about limited role.

The findings reveal that students held mixed opinions regarding the role of the Speaking for Academic Settings (SFAS) course on their proposal seminar performance. Out of seven participants, five students (R1, R2, R3, R4, R7) expressed positive opinions, stating that the content was relevant, simulations

were effective, and the course improved their speaking skills, confidence, and motivation. These students showed strong engagement, applied formal strategies, and delivered their seminar presentations with clarity and confidence. In contrast, two participants (R5, R6) reported negative experiences, describing the content as too general, the teaching methods as overly lecture-based, and the classroom environment as tense. They struggled with anxiety, limited improvement in technical skills, and rarely applied SFAS strategies during their presentations. While most respondents applied what they learned and remained committed to developing their speaking performance, others lacked confidence and motivation to continue. Overall, the course had a strong positive role on the majority, but its supportive role varied based on individual readiness, learning style, and classroom atmosphere.

B. Discussion

This discussion section interprets the findings of the present study in light of existing literature and theoretical frameworks, particularly Kirkpatrick's Four Levels, which guided the analysis of students' reactions, learning, behavior, and results. The purpose is to examine how the Speaking for Academic Settings (SFAS) course roleed students' speaking performance during proposal seminars, while also comparing the positive and negative outcomes with prior research in similar contexts. The discussion integrates both the self-reported experiences of respondents and evidence from video documentation to provide a comprehensive understanding of how SFAS influenced various aspects of academic speaking competence. By doing so, it seeks to identify factors that

contributed to successful application as well as barriers that limited the transfer of learning from the classroom to real seminar situations.

The findings of this study show a strong alignment with the principles as proposed by Kirkpatrick and Kirkpatrick.⁴⁶ At Level 1 (Reaction), most students expressed positive opinions about their learning experience in the SFAS course, particularly in terms of engagement, relevance, and a supportive classroom environment. This aligns with Kirkpatrick's assertion that positive reactions are a necessary foundation for effective learning, as a favorable initial experience increases motivation and openness to new content.

At Level 2 (Learning), students demonstrated increased understanding of academic presentation structure, formal language, and presentation techniques, indicating that meaningful learning took place. According to Kirkpatrick, learning is successful when participants not only gain knowledge but also exhibit observable changes in attitude and skills. This is reflected in students' statements about feeling more prepared and understanding academic speaking expectations after completing the course.

Level 3 (Behavior) revealed that while some students successfully applied the techniques learned, others struggled to transfer the skills due to nervousness or lack of practice. Kirkpatrick emphasizes that behavioral change depends not only on effective learning but also on contextual factors such as motivation, opportunities for practice, and emotional readiness. This explains

⁴⁶ Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating Training Programs: The Four Levels* (3rd ed.). San Francisco, CA: Berrett-Koehler Publishers.

why some students did not fully demonstrate the taught behaviors during their proposal seminars.

At Level 4 (Results), students' opinions on the long-term role of SFAS varied. Many credited the course with contributing significantly to their performance and expressed intentions to apply the skills in future academic or professional contexts. Kirkpatrick notes that results are not limited to immediate performance but also include the extent to which training influences participants' future outcomes and readiness. This was evident in students' belief that the course supported their development and would remain useful beyond the classroom.

1. Level 1 Reaction (Favorable, Engaging, Relevance)

The findings at Level 1 (Reaction) revealed a mixed response from respondents toward the SFAS course. On the positive side, many respondents expressed satisfaction with the course content, highlighting its clarity, relevance, and the supportive role of interactive teaching methods such as simulations. They also reported that the classroom environment, although sometimes serious, generally supported confidence building and active engagement. Furthermore, students who rated the course as engaging described enjoying the learning process, being motivated by feedback, and actively participating in presentation tasks. In terms of relevance, most respondents stated that the materials and exercises aligned well with the demands of the proposal seminar and could be applied in future academic or professional contexts. However, negative responses indicated dissatisfaction

with content that was perceived as insufficiently specific, teaching methods that were overly lecture-based, and a tense classroom atmosphere that discouraged active participation. Some also struggled to connect the course content to real seminar situations, with nervousness and lack of clarity hindering the application of strategies.

These findings align with study, which similarly identified both linguistic and non-linguistic barriers such as limited vocabulary, pronunciation errors, and fear of criticism that reduced students' confidence and willingness to speak in class.⁴⁷ They also support the results of a study at Universitas Islam Riau, which found that lecture-heavy delivery and insufficiently interactive sessions limited student engagement despite relevant course topics.² However, the current study differs from these previous works by demonstrating that when SFAS included active simulations and relevant materials, it significantly enhanced students' readiness and motivation an aspect less emphasized in earlier research. The divergence in findings suggests that while challenges such as anxiety and passive teaching remain common, structured practice and targeted content can improve students' reaction levels more effectively.

2. Level 2 Learning (Knowledge, Skill, Attitude, Confidence & Commitment)

At the Learning level, the findings show that many respondents demonstrated meaningful gains in knowledge such as organizing

⁴⁷ Widya Syafitri, *Improving Students' Speaking Ability Through Simulation* (classroom action research, Universitas Bina Sarana Informatika, 2017).

presentations with clear structure, using academic expressions, and managing openings and closings. They also showed improved technical skills including fluency, pronunciation, vocabulary diversity, controlled intonation, and rhythm. In terms of attitude and confidence, several respondents reported becoming more open to feedback, more willing to participate in speaking tasks, and feeling calmer in front of audiences. Commitment-wise, some respondents continued practicing even after the course, applying SFAS techniques in other activities. However, a number of respondents still struggled due to persistent nervousness, limited practice opportunities, or reliance on personal habits resulting in inconsistent application of knowledge and techniques.

These findings align with studies showing that simulation-based learning significantly improves both communicative competence and affective aspects such as confidence and self-efficacy. For instance, Widya Syafitri demonstrated that simulation techniques raised oral proficiency by up to 46.6%, indicating strong gains in fluency and delivery among participants, confirming similar knowledge and skill outcomes seen in the current study.⁴⁸ Similarly, service-learning interventions have been associated with lowered public speaking anxiety and improved engagement, supporting the role of active practice and feedback in attitude and confidence enhancement.⁴⁹ Moradi & Ghafournia's review further confirms self-

⁴⁸ Widya Syafitri, *Improving Students' Speaking Ability Through Simulation* (classroom action research, Universitas Bina Sarana Informatika, 2017).

⁴⁹ *Enhancing Public Speaking Confidence, Skills, and Performance*, Boise State University, published research (Boise State ScholarWorks, 2020).

confidence as a pivotal factor correlated with language proficiency, including speaking abilities.⁵⁰

However, the current study diverges from these positive patterns for respondents who remained anxious or underprepared; these internal barriers limited their skill application despite knowing the theory and techniques. This mixed result echoes findings by Akbari & Sahibzada (2020), who reported that while many students displayed high self-confidence that positively influenced participation and motivation, a minority still felt low confidence hindered their active involvement.⁵¹ These contrasts highlight that although SFAS equips students with knowledge and skills, the affective and motivated application of those skills varies underlining the need for sustained practice and emotional support beyond structural training.

3. Level 3 – Behavior: Application of Learning

The findings of this study reveal a distinct contrast in how respondents applied the techniques learned in the Speaking for Academic Settings (SFAS) course during their proposal seminar presentations. On the positive side, respondents demonstrated clear application of structured delivery such as academic openings and closings, logical flow, and formal expressions paired with strong non-verbal communication skills, including steady posture, consistent eye contact, controlled gestures, and a clear, engaging

⁵⁰ Mehrdad Moradi Yousefabadi & Narjes Ghafournia, “The Role of Self-Confidence on English Language Proficiency,” literature review (2023).

⁵¹ Omidullah Akbari & Javed Sahibzada, Students’ Self-Confidence and Its Roles on Their Learning Process (quantitative study, Kandahar University, 2020).

vocal tone. Furthermore, they managed anxiety using SFAS-taught strategies like deep breathing, mental preparation, and visualization, which contributed to more confident and organized presentations.

These results are consistent with the findings of Rosalina , who reported that students who practiced structured openings and closings along with non-verbal strategies such as posture, gesture control, and sustained eye contact were able to improve their clarity, audience engagement, and overall delivery supportive role in academic presentations.⁵² Similarly, Maulana found that integrating coping strategies such as controlled breathing and mental rehearsal significantly reduced nervousness and improved delivery smoothness during high-stakes academic speaking tasks.⁵³ In this study, these strengths were also visible in the video recordings, where positive respondents showed smooth transitions, confident stance, and minimal reliance on slides mirroring the positive patterns reported in previous research.

The negative findings in this study also align with prior literature highlighting the challenge of transferring learned techniques into actual performance. Utami observed that when students lack consistent simulation practice or emotional readiness, they tend to revert to personal habits such as reading directly from slides, avoiding eye contact, and showing passive

⁵² Rosalina, D. (2023). *Enhancing academic presentation skills through structured delivery and non-verbal communication training*. *Journal of English Language Teaching*, 11(2), 101–115.

⁵³ Maulana, R. (2022). Reducing public speaking anxiety through breathing and visualization techniques. *ELT Perspectives*, 10(1), 55–68.

posture even after receiving training.⁵⁴ This mirrors the present study's negative cases, where some respondents admitted forgetting SFAS techniques or relying on self-developed coping methods rather than the taught strategies. Video documentation confirmed these self-reports, showing limited gesture use, rigid stance, and disengaged delivery.

Overall, the results suggest that while SFAS effectively equips students with both technical and affective strategies for presentation, the extent of their application depends heavily on emotional readiness, frequency of realistic simulation, and the ability to internalize non-verbal and anxiety-management skills. In line with prior research, enhancing SFAS with repeated simulation-based tasks and targeted feedback on non-verbal performance could help bridge the gap between classroom learning and real-life application.

4. The findings of this study show that most respondents perceived the Speaking for Academic Settings (SFAS) course as having a substantial role on their readiness, sense of achievement, and intention to apply the learned skills in future contexts. Respondents with positive perceptions attributed their preparedness to the structured training, repeated simulations, and targeted feedback provided in the course. These students reported reduced anxiety and improved delivery during the proposal seminar and expressed a clear intention to reuse SFAS techniques in thesis defenses, teaching,

⁵⁴ Utami, A. (2021). The transfer gap: Why trained presentation skills often fail in real performance. *Indonesian Journal of Applied Linguistics*, 11(3), 601–612.

professional presentations, and other public speaking contexts. In video documentation, these respondents demonstrated organized delivery, confident posture, and minimal reliance on slides consistent with their self-reported readiness.

These findings are consistent with Siregar, who found that structured academic speaking courses that combine simulation with lecturer feedback significantly improved students' readiness and self-perceived achievement in formal presentations. Similarly, Rahmawati reported that when students feel adequately trained through structured preparation, they are more likely to transfer these skills into future professional and academic settings.² This aligns with the current study's positive cases, where students not only felt prepared for the proposal seminar but also planned to sustain and expand the application of their SFAS-acquired skills.

This study also reveals that some respondents did not perceive SFAS as having a major role on their readiness or performance. These students attributed their presentation outcomes more to personal preparation or external support than to the course itself. Persistent nervousness, lack of familiarity with real seminar conditions, and minimal intention to reuse SFAS strategies were also common among these negative cases. This is in line with Pratiwi, who noted that without adequate adaptation to authentic performance conditions, students may fail to transfer classroom-based skills into high-pressure, real-world contexts, even after formal training.³ The video documentation in the present study corroborated these findings,

showing that respondents in this category relied heavily on reading slides, exhibited visible nervousness, and failed to integrate non-verbal or structural techniques emphasized in SFAS.

In summary, the findings indicate that while SFAS can significantly enhance readiness, foster a sense of achievement, and promote long-term skill application, these benefits are not universally experienced. Similar to previous research, the success of such courses appears to depend on the balance between structured in-class preparation and opportunities for authentic performance practice. To maximize transfer of learning, it is recommended that future iterations of SFAS incorporate more realistic rehearsal environments and individualized feedback tailored to address both skill gaps and psychological readiness.

Overall, the findings across all four levels of the Kirkpatrick model reveal that the Speaking for Academic Settings (SFAS) course has brought meaningful benefits for many students, particularly in improving presentation structure, technical speaking skills, and non-verbal delivery. Positive cases demonstrated that when students engaged actively with the training, applied the techniques, and managed anxiety effectively, their proposal seminar performance improved in terms of clarity, confidence, and audience engagement. However, negative cases showed that some students still struggled to fully apply what they learned, often due to persistent nervousness, limited practice in realistic settings, and personal factors such as low self-confidence or fear of criticism. In addition, a few students

expressed feeling less noticed or supported during their learning process, which may have contributed to uneven progress in speaking performance.

To address these challenges, the findings suggest the importance of integrating more realistic and repetitive practice sessions that mirror the actual proposal seminar environment. Providing constructive peer feedback in a supportive atmosphere, encouraging self-reflection, and offering opportunities for individual coaching especially for students who need extra support could help bridge the gap between classroom learning and real-world application. Ensuring equal attention for students at different proficiency levels may also help create a more balanced learning experience. In doing so, students can not only master the technical aspects of academic speaking but also develop the emotional readiness needed to perform effectively in high-stakes academic contexts.

CHAPTER V

CONCLUSSION AND SUGGESTION

Based on the analysis and interpretation of data presented in the previous chapter, this final section provides the conclusion of the study and relevant suggestions. The conclusions are drawn from their opinions on the role of the *Speaking for Academic Settings (SFAS)* course with supporting data from documentation video recording. Suggestions are addressed to students, instructors, and program administrators to optimize academic speaking instruction in the university context.

A. Conclusion

Based on the analysis and interpretation of data presented in the previous chapter, this final section outlines the main conclusions of the study and provides relevant suggestions.

Students' Opinions on the Role of the SFAS Course:Overall, the findings of this research show that the Speaking for Academic Settings (SFAS) course has had a meaningful role on many students, particularly in improving their academic speaking skills, increasing confidence, and preparing them for formal academic presentations such as the proposal seminar. Out of seven participants, five students (R1, R2, R3, R4, R7) expressed positive opinions. Positive opinion were most evident in the areas of presentation structure, use of academic language, application of non-verbal strategies, and readiness to perform in academic forums. These strengths suggest that the course

content and teaching methods have been beneficial for a large portion of the class.

The findings also reveal limitations that highlight the negative role of the SFAS course for some students. Certain participants continued to experience high levels of nervousness, limited application of learned techniques, or difficulty connecting class practice to real seminar situations. In a few cases, the course played a role in creating discomfort for students, as a tense classroom atmosphere or lingering fear from past experiences reduced their willingness to actively engage. These negative aspects emphasize that, for some learners, the role of the SFAS course in supporting academic speaking was constrained by emotional or contextual barriers. Addressing these limitations can help ensure that the positive role of SFAS is experienced more consistently across all students.

B. Suggestions

Based on the research findings, which reveal that the role of the Speaking for Academic Settings (SFAS) course on students' proposal seminar performance ranged from positive to negative, several important suggestions can be offered to maximize the course's supportive role:

1. For students

In the SFAS course, some students reported feeling anxious or uncomfortable in class, either because the atmosphere sometimes felt tense or due to past experiences that made them fear the same thing might happen again. This kind of fear can hold back participation and make it harder to practice

speaking skills effectively. For this reason, students are encouraged to gradually build the courage to participate, even if nervousness is still present. Taking small but consistent steps such as volunteering to speak during group activities, asking questions when something is unclear, or practicing presentations in front of friends can help reduce anxiety over time. Students should also remember that mistakes are a natural part of learning, and facing challenges directly will lead to faster improvement. By approaching SFAS activities with openness and a willingness to try, students can make better use of the opportunities provided, increase their confidence, and be better prepared for important academic events such as the proposal seminar.

2. For lecturers

It is hoped that lecturers who teach the SFAS course can continue to maintain the teaching practices that students have found helpful, such as the use of simulations, constructive feedback, and structured presentation guidance. These elements have been appreciated by many students and have contributed to their improved speaking performance. At the same time, it would be valuable to explore the most effective ways to support students who still experience nervousness or express less positive opinion of the course. This could involve providing them with additional encouragement, offering more gradual exposure to speaking activities, or creating smaller, less intimidating practice groups. By sustaining the positive aspects of current teaching while also finding practical solutions for those who face greater challenges, it is

expected that the learning process can become more equitable and that issues previously encountered during the proposal seminar can be reduced.

3. For institutional

At the institutional level, the findings of this research can serve as valuable input to better understand the varied experiences and performance levels of students during proposal seminars. By listening to students' perspectives and recognizing the factors that both support and hinder their performance, the institution may consider exploring ways to address these challenges more effectively. Encouraging an environment where students feel equally supported regardless of their initial skill level can help reduce performance gaps observed during proposal seminars. In this way, the research provides a platform for students' voices to be heard, offering insight that can inform future efforts to create a more inclusive and supportive academic atmosphere.

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A P P E N D I X

Table 3.1 Interview Guideline

No	Aspect	Indicator	Sub-indicator	Questions
1	Students' opinion of the Speaking for Academic Settings (SFAS) course in preparing them for the proposal seminar	1. Reaction	1. Favorable	1. To what extent did the content of the SFAS course meet your expectations and help you feel more prepared for your proposal seminar? 2. How effective were the teaching methods (e.g., lectures, discussions, simulations) in supporting your learning process? Can you give examples? 3. How would you describe the classroom atmosphere? Did you feel comfortable and encouraged to speak during class? Why or why not?
			2. Engaging	4. In what ways did the SFAS course encourage your active involvement in speaking activities? 5. What aspects of the course made the learning experience enjoyable or motivating for you? 6. Were there moments where you felt personally invested or motivated to participate in the class? Please explain.
			3. Relevance	7. How relevant were the topics and exercises in SFAS to the speaking challenges you faced in your proposal seminar? 8. Can you describe a specific moment during your proposal seminar when you applied something you learned in SFAS? 9. How useful are the speaking strategies taught in SFAS for other academic or future professional settings? Why do you think so?
		2. Learning	1. Knowledge	10. What key knowledge did you gain from SFAS about organizing and delivering academic presentations? 11. How has your understanding of academic language, such as formal expressions and structured delivery, improved through the course?
			2. Skills	12. What specific improvements have you noticed in your speaking skills (e.g., fluency, pronunciation, intonation, vocabulary) after completing SFAS? 13. Can you reflect on your ability to control delivery elements such as tone, emphasis, or rhythm before and after the course?
			3. Attitude	14. How has your attitude toward public speaking changed as a result of participating in SFAS?

				15. Are you now more open to receiving and using feedback on your speaking performance? Why or why not?
			4. Confidence	16. How confident do you feel now when speaking in formal academic settings, such as proposal seminars, compared to before you took SFAS? 17. What role did SFAS play in reducing your nervousness or anxiety during public speaking?
			5. Commitment	18. After completing the course, how committed are you to continue improving your academic speaking abilities? 19. Are there any specific actions or goals you've set to continue practicing what you learned in SFAS? Please describe.
		3. Behavior	1. Application of Learning	20. During your proposal seminar, what specific speaking strategies or techniques from SFAS did you intentionally apply? 21. How did you apply non-verbal elements such as eye contact, gestures, or posture during your presentation? 22. What techniques did you use to manage anxiety or nervousness in doing your proposal seminar, and were these techniques introduced or practiced in SFAS?
		4. Results	1. Perceived Outcome	23. How prepared did you feel to deliver your proposal seminar after completing SFAS, and what influenced that level of readiness? 24. To what extent do you believe SFAS contributed to the quality and success of your presentation? 25. How likely are you to apply the speaking skills and techniques from SFAS in future academic or professional contexts? Can you share specific situations where you plan to use them?

Validation Notes:

The validated interview guideline improves upon the draft by offering clearer structure, deeper questions, and more precise language aligned with Kirkpatrick's model. While the draft covers the key indicators, its questions are often surface-level, less reflective, and use vague terms like "learning comfort." In contrast, the validated version includes layered, example-driven questions that invite richer responses and better capture learner experiences. It maintains consistency in terminology, evenly develops all sub-indicators, and uses a more formal academic tone.

Curup, July 1, 2025

Validator

Rizki Indra Guci, M.Pd.

Documentation Of Interview



Interview with Respondent 7

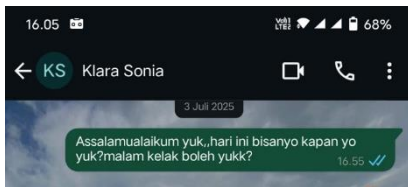


Interview with Respondent 2

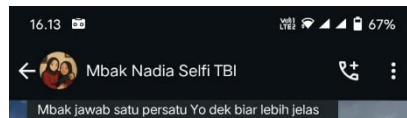
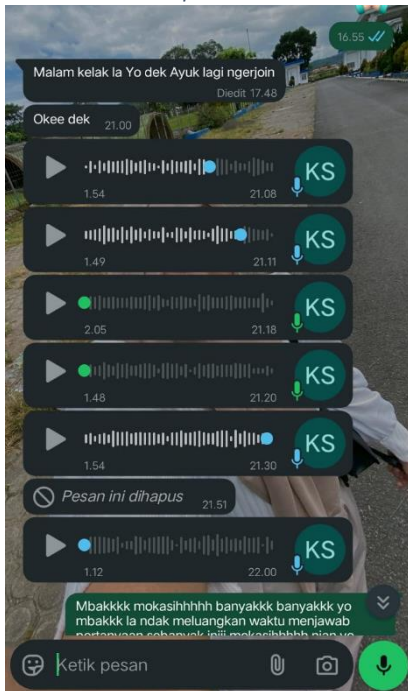


Interview with Respondent 3





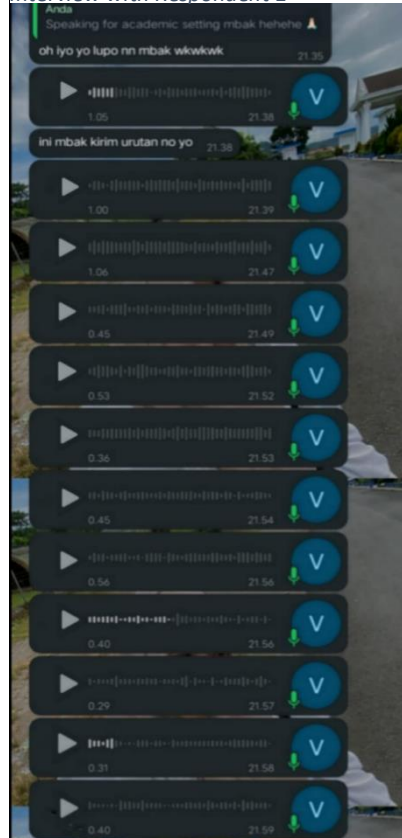
Interview with Respondent 4



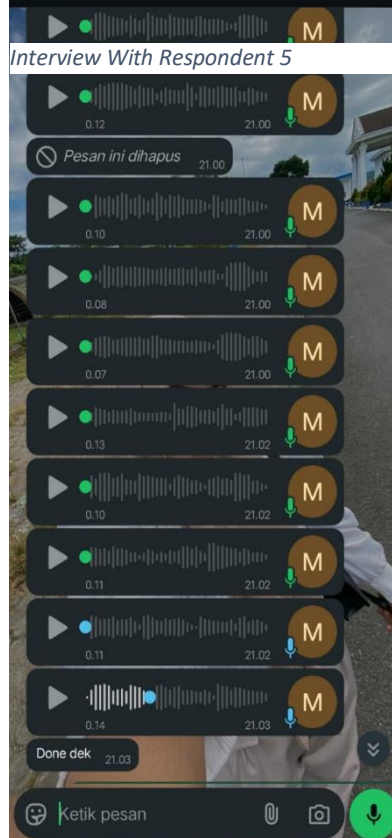
Interview with Respondent 6



Interview with Respondent 1



Interview With Respondent 5





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Nomor : 445 Tahun 2025

Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup,
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudara Putri Ulandari tanggal 27 Mei 2025 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Jumat, 7 Maret 2025

MEMUTUSKAN :

Menetapkan

Pertama

- | | | |
|----|-----------------------------------|------------------------------|
| 1. | Dr. Paidi Gusmuliana, M.Pd | 19840917 201501 1 004 |
| 2. | Sarwo Edy, M.Pd | 19810607 202321 1 011 |

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Putri Ulandari

N I M : 21551033

JUDUL SKRIPSI : The Impact of Speaking for Academic Setting Course on Student Speaking Performance during Seminar Proposal

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 27 Mei 2025
Dekan,

Sutarjo

Terbaca :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Sekretaris umum kemahasiswaan

BLUEPRINT OF INTERVIEW

VIONA LORENZA (VL)- VIAWHATSAPP VOIVE NOTE (VN)			
No	Indicator	Sub indikator	Answer
	Reaction	1. Favorable	"In general, the materials were okay, but... maybe I had higher expectations. I thought we would have more individual practice, but it turned out many activities were cut short, and even one of my friends didn't get a turn. Still, it was helpful for preparing the seminar." "I think the teaching methods were quite varied, method-wise. But sometimes it still felt dominated by lectures. I personally prefer hands-on practice because it's easier for me to remember I'm the type who learns through experience, not just by listening." "The classroom atmosphere was fine, though it was often a bit tense. Personally, I felt comfortable, but I wasn't always motivated to speak when the mood was tense, because it affected the classroom environment and eventually affected me too."
		2. Engaging	"This course really encouraged us to be active, especially during simulations. But sometimes the time was tight, or there were too many mistakes from those presenting, so the lecturer often gave a lecture first before continuing. As a result, not everyone had enough time to speak." "What motivated me the most was when the lecturer gave positive feedback. It really made me want to improve and do better. But moments like that didn't happen very often." "There was a time when I was given the chance to present individually, and I felt quite motivated. Since it was rare to get individual presentation time, I saw it as a challenge too."
		3. Relevance	"Most of the topics and exercises were relevant to the proposal seminar, but there were some parts that I felt didn't really focus on the seminar's needs. For example, spending too much time on theory." "During the seminar, I used some techniques I learned in SFAS, like trying to focus on the audience instead of always looking at the computer while speaking. That was really helpful." "I still remember some of the strategies from SFAS and I think I can use them later, like how to start a presentation. But there are also some things I feel I need to revisit because I didn't fully understand them at the time."

	Learning	1. Knowledge	"I learned how to structure a presentation clearly. But honestly, I still get confused about how to develop the content so it's not too brief. But I do remember my lecturer once taught us how to make a good PowerPoint." "I've come to understand formal language use better. But when it comes to actually practicing it, I still feel like I didn't get enough opportunities to do that."
		2. Skill	"There has been some improvement, especially in terms of confidence. But in terms of pronunciation or vocabulary, I still have a lot to learn." "Before taking SFAS, the way I spoke was very monotonous. Now I've started to understand a bit more about when to use intonation or pauses. But I haven't been able to apply it consistently yet. It's a process."
		3. Attitude	"Now I feel a bit more ready to speak in front of others, but I still get nervous, it's hard to get rid of, you know, it's only human. Maybe it's because I haven't practiced enough yet." "I've become more open to receiving criticism, but I still get a little sensitive when the feedback is too direct, haha. One of my friends is like that. But I get it, it's for my own good."
		4. Confidence	To be honest, I used to be really scared of speaking in front of people. Now at least I can step up and speak, even if I'm nervous. I've gained some courage." "The techniques that were taught, like breathing control and visualization, were helpful, but personally, I'm still not used to applying them in real situations."
		5. Commitment	"After completing SFAS, I haven't been practicing regularly. But if there's time or an opportunity, I'd like to start again." "My goal is to join a presentation competition or other seminars, but I haven't had the chance yet. I did once join a presentation competition held on campus, but haven't been able to pursue it further because of a busy schedule."
	Behavior	1. Application of learning	"I used a quote to open my seminar presentation. I copied that from an example the SFAS lecturer gave us." "I've started paying more attention to eye contact and posture. But sometimes when I get nervous, I fall back into old habits looking down or moving my hands awkwardly. My lecturer used to really emphasize eye contact, saying it makes a big difference when we're speaking in front of people."

			"I try to take deep breaths before starting, sometimes pray, and of course make sure I'm well prepared. That helps, even though I still get nervous in the middle of the presentation."
	Results	1. Perceived Outcome	I felt quite prepared because I got the basic foundation from SFAS. But maybe if I had more individual practice, I could have been even more ready." "I think SFAS contributed to my performance, but maybe not to the fullest because of limited time and practice—and of course, internal factors too. But I believe that learning always gives results, even if there are other obstacles." "I'd say around 78% of what I learned was applied during my thesis presentation, and maybe in the future it'll be useful for work too since I plan to work in an office. But I know I still need more practice to be more fluent. At least I have notes to look back on."

ILLAL FITTYA (IF)- VIAWHATSAPP VOIVE NOTE (VN)			
No	Indicator	Sub indikator	Answer
	Reaction	1. Favorable	"In my opinion, it was quite helpful and met my expectations. The materials helped us prepare better and showed us what to do and what's considered proper during the proposal seminar." "From what you mentioned and what I remember, we were asked to present every week in turns, I think that was already part of the assessment. And I think the method was similar to the simulation you mentioned earlier: we presented, and then the lecturer gave corrections on areas that needed improvement." I think it's effective. "As for the class atmosphere, I think it was fine overall. Our lecturer had a strong character, sometimes making the room tense, but also entertaining at times. When asked whether I felt encouraged or not, I'd say yes. The lecturer always told us to practice speaking not only in class, but also outside."

		2. Engaging	"It made me more active in presentation-related activities." "Learning-wise, as I said earlier, the lecturer could make the class tense sometimes, but also fun. If you ask about motivation, I'd say it came from the lecturer. Our lecturer was amazing at public speaking, so I learned from them, trying to be just a little like them." "During presentations, I felt challenged and realized I had to prepare everything properly, from the content to how I present myself. So if you ask whether there were impactful moments, yes, definitely."
		3. Relevance	"It was relevant. The practice we did was very similar to how we presented during the proposal seminar. The lecturer even told us that the purpose of the course was to help us learn how to deliver a presentation or speak in public, among other things." "During my seminar, I remember using a technique to deliver the theory in a way that wasn't boring, and I tried to maintain good gestures. That moment stuck with me." "It was really useful. Some of the strategies taught are still a bit vague in my memory, but they remain. For future use, like at work, it'll definitely help. I plan to work out of town, most likely in an office, and I believe these skills will be useful for that."
	Learning	1. Knowledge	"Back then, we were taught the key points we should deliver, and how to maintain confidence. And of course, understanding the content and pronunciation were important, as our lecturer said, because when you speak in front of others, your words have to come across clearly." "I used to think everyday language and formal academic language were the same, but after it was explained, I could see a clear difference. Expression became essential, and delivery had to be structured, not just random."
		2. Skill	"In terms of fluency and intonation, I noticed improvements after learning SFAS. Unfortunately, we lacked time due to full presentation schedules." "I used to be known as someone very flat, especially when speaking, no expressions. But after learning SFAS, I slowly started to control that. It definitely had a positive impact on me."

		3. Attitude	"Honestly, I used to be terrified of speaking in front of people, but now it's gotten better. I'm still scared, but not as much as before." "I used to hate being criticized, but over time I realized how necessary it is, because we can't evaluate ourselves completely. We need others, even if it stings. Now I actually feel I need that feedback to improve my speaking performance."
		4. Confidence	"Like I said before, I'm starting to feel more confident even if it's not completely there yet." "Actually, it all comes back to each person and how they deal with nervousness. But our lecturer gave us tips and tricks, so that played a role. Still, self-control is the key."
		5. Commitment	"I'm very aware of how important speaking is especially for us English majors. That's why I still practice speaking in academic, daily, and formal contexts." "Maybe I'll use it more at work later. For now, I'm focusing on finishing my studies first."
	Behavior	1. Application of learning	"Same with structuring key points, openings, and closings—things like that." "I still remember what we were taught, like how to maintain gestures and eye contact." "Taking a deep breath and praying, and of course being well-prepared. In the end, it goes back to oneself again."
	Results	1. Perceived Outcome	"I feel ready as long as I have solid preparation and apply what I learned from SFAS. What influences me most is my own desire to perform well." "About 89 percent." "Definitely useful in the professional world."

RADUNIN DARRENS (RD)- VIAWHATSAPP VOIVE NOTE (VN)			
No	Indicator	Sub indikator	Answer
	Reaction	1. Favorable	"In my opinion, the content of the SFAS course really helped and met my expectations in supporting me during the proposal seminar process. It was very helpful because the reason is, it made me more confident and especially in facing it." "In my opinion, the most effective method is actually discussion and simulation. Because from there, we can directly see how the material is applied in the proposal

			seminar or other processes related to SFAS. So, in my opinion, simulation and discussion are very helpful. After being given an example through simulation, we can discuss further, either with the lecturer, tutor, or classmates. That way, the learning feels more interactive and these two methods, in my opinion, are the most effective." "For me, the classroom atmosphere felt comfortable. Especially with the methods used, such as discussion and simulation, which were indeed delivered by the lecturer or tutor. Those methods encouraged me to speak in front of the class and express my opinion related to the material learned that day. Discussions like this helped me express things I might not have understood, share what I was thinking, or clarify the parts I didn't understand from the lesson that day."
		2. Engaging	"In my opinion, the SFAS course encouraged active involvement in speaking activities, especially in terms of confidence. Because we were prepared and equipped at least with the basics or basic speaking skills. So, for example, when suddenly asked to present or give an opinion in class, we wouldn't be too surprised because we already have the foundation. That made me feel more confident and in the end more active in activities like discussions or public speaking." "For me, the most motivating and enjoyable aspect of learning was actually the learning process itself. The material presented was interesting and very useful for me. Besides that, the classroom environment was also influential, for example, the way the lecturer delivered the material was enjoyable and not boring. Simulation was also one of the things I liked, because through simulation we could directly imagine how the real situation would happen, both for ourselves and our classmates. This then continued to discussion, which made the classroom atmosphere feel comfortable and active. So in my opinion, the combination of material, method, and classroom atmosphere really motivated me to be more involved." "Yes, there were certain moments where I felt motivated to participate in class. For example, when I was confused or felt there was something I didn't understand in the lesson. In situations like that, I was encouraged to ask and actively discuss. Especially because the learning method such as simulation required us to be directly involved. So, when I felt there was something I didn't understand, I usually immediately asked or discussed, either with classmates or with the lecturer or tutor who was teaching."
		3. Relevance	"In my opinion, the topics and exercises given in SFAS were very relevant to prepare for the proposal seminar. Overall,

			the material taught really helped in preparing for the challenges in the seminar, especially in terms of increasing confidence. Because in my opinion, confidence is the main aspect so we can speak clearly, straightforwardly, and to the point. Besides that, the topics were also very relevant to real needs, and the exercises could be practiced independently. So, in my opinion, SFAS really helped in shaping the mindset and confidence to face the proposal seminar." "If asked whether there was a moment that really helped, in my opinion almost all parts of the course were very useful. Especially through the simulation given by the lecturer, I felt very helped. From my point of view, the most impactful thing was the increase in confidence. Because I felt I was already equipped with enough knowledge and preparation, so my confidence was built. Besides that, we were also taught how to choose important material to be delivered, and which parts didn't need to be discussed too much. Plus, aspects like gesture and delivery method were also taught. So in my opinion, almost the entire learning process really helped improve my speaking quality during the proposal seminar." "The speaking strategies taught in SFAS were very useful, especially to face academic and professional situations. I already felt that during PPL and KKN, where I had to interact directly with the community. Strategies like structuring material, delivery method, and use of formal language were very helpful. Even now, while working, I still apply those strategies, especially in preparing materials and presentations, and in building confidence when teaching or speaking in front of many people."
	Learning	1. Knowledge	"The main knowledge I gained was the importance of preparation. From SFAS, I learned that good preparation really determines the success of a presentation. Starting from organizing material, understanding the audience, to practicing the delivery. This preparation becomes the foundation that triggers confidence and the ability to deliver information effectively." "During SFAS, my understanding of academic language improved significantly. I became more aware of the use of formal expressions, how to express opinions with clear structure, and adjusting the delivery to the audience. Besides that, I also became more aware of the importance of gesture, tone, and word choice when speaking in formal or academic situations."
		2. Skill	"The improvement I felt was quite complete. Fluency in speaking became better, pronunciation clearer, intonation

			more controlled, and vocabulary also increased. Besides that, I felt more prepared and confident when speaking in English, especially in academic or formal presentation contexts." "Yes, I felt able to control because I was already prepared. So, I could adjust myself to the classroom situation, for example, by observing the audience's character, age, or the classroom atmosphere. If after presenting it turned out there were mistakes or parts not understood, I usually did self-reflection. From there, I learned to improve my delivery, including intonation or a method more suitable for a particular audience in the next opportunity."
		3. Attitude	"Very useful, very impactful, extremely impactful. It helped me understand that speaking skills are very valuable. So, after taking SFAS, my attitude towards public speaking became more positive and confident." "In my opinion, even before joining SFAS I was already open to feedback. I really felt the need for comments or input on how I spoke, whether it was clear, something was lacking, or needed improvement. But after SFAS, I became more sensitive in reading situations, so not only relying on direct comments. For example, from the audience's expressions, I could assess whether the delivery was comfortable or not. That's what made SFAS impactful, it broadened my understanding of how feedback can be received, either directly or indirectly."
		4. Confidence	"I'm much more confident now. For example, it can be seen from my experience in the proposal seminar, thesis defense, even now when I work and have to give presentations. After taking SFAS, I feel I have a strong foundation, in terms of knowledge, tips, and tricks, to appear more confident in formal situations." "SFAS can be like a 'second character' that's important, sometimes even the main actor, depending on the situation. The point is, SFAS had a big impact because it helped with preparation, which eventually contributed to the improvement of my speaking quality."
		5. Commitment	"I'm quite committed to continuing to improve my speaking skills, especially in terms of preparation. In my opinion, preparation is the main key. Without good preparation, our speaking won't be optimal, even if we have vocabulary or other abilities. So, after joining SFAS, I became more aware of the importance of preparing everything before speaking, especially in a formal context." "Yes, the main action I still do until now is maintaining and applying the preparation habit that was taught in SFAS."

			That's what sticks the most and what I truly practice, even in the professional world. Even though I'm not always in the role of an English teacher or tutor now, the strategies and preparation patterns from SFAS are still what I apply because they're proven helpful in various communication situations, both formal and informal."
	Behavior	1. Application of learning	"For the last proposal seminar, the specific technique I used was more about maintaining formality and using academic style. All of that I had prepared long before, so when delivering it, I could focus more and feel confident." "I tried to be active nonverbally, especially in eye contact and body posture. For example, during presentations, I didn't just look at one person, but shared eye contact so it looked more engaging. My body posture was also firm but relaxed, so the audience felt comfortable. All of that actually started from good preparation. Because I already knew what I wanted to say, my body movement and expressions became more natural and confident." "My main technique is preparation. In my opinion, that one thing already includes everything. With good preparation, I know what I want to say, can adjust to the audience, and stay calm even if unexpected things happen during the presentation. Even if I go off script, I'm still ready."
	Results	1. Perceived Outcome	"I feel very ready. What influenced that readiness was definitely the well-preparation taught in SFAS. From there, the confidence and calmness in speaking started to form." "I believe SFAS had a significant impact, maybe around 40%. But the rest, a larger part, came from myself. I believe around 60–70% is because of personal willingness and readiness. So, SFAS was very helpful, but the role of oneself is still the most important." "The possibility is very big. Even now, although I'm not an academic, the skills from SFAS are still what I use, like in presentations to clients or superiors. Techniques such as preparing material, using formal language, and body posture are all very useful. So in the future, whether as an academic, tutor, or professional in another field, those skills will still be relevant and I will keep using them."

KLARA SONIA (KS)- VIAWHATSAPP VOIVE NOTE (VN)

No	Indicator	Sub indikator	Answer
	Reaction	1. Favorable	In my opinion, the content of the SFAS course was quite in line with my expectations. Because from the beginning, I really hoped to be more prepared for the proposal seminar presentation. And it turns out, from the materials given, there were so many things I could immediately apply, especially the part about presentation structure, delivery methods, body gestures, even the correct use of sentences in the opening. The teaching method at that time was simulation, which I remember the most because we were asked to present in turns. That really helped because it felt like practicing before actually performing. The class atmosphere was relaxed but still serious. Personally, I felt comfortable because the lecturer also gave us room to express opinions or try to speak, even though sometimes the lecturer was a bit harsh mentally, but that actually pushed me to learn more.
		2. Engaging	This course made me speak more often. Usually, when asked to come forward to present, I would refuse. But because SFAS had many simulations, I... gradually it became a habit and I became more confident. What made me most excited was when we were asked to do a real seminar simulation. It felt like a “test of courage” but still in a safe environment. No one mocked if we made mistakes instead, the lecturer pointed out what needed to be improved. So, learning while enjoying. There was one moment when I got a turn to present my own topic. I prepared really well because I felt it was an opportunity to show what I had learned. So yes, at that time I felt quite motivated, and thank God my lecturer liked my performance
		3. Relevance	The topics and practice in SFAS were very related to real situations in proposal seminars. For example, practicing how to deliver the background or research objectives in English was exactly the same as what I did during the seminar. When I was presenting, I remember clearly that when I moved to the next sub-chapter, I used a transition sentence I learned from SFAS. A small thing, but it made my presentation look smoother, not jumpy. The strategies I learned in SFAS I think are not only useful for seminars, but also for other future presentations. Because

			techniques like eye contact, voice emphasis, and interesting openings can be used anytime..
	Learning	1. Knowledge	What I gained the most from SFAS was how to structure an academic presentation logically from the introduction, body, to the conclusion. I used to be confused where to start, but now it's more directed. I also understood the difference between everyday language and academic language. For example, I learned to use phrases like “this research aims to...” instead of “I wanna talk about...”. It made my delivery more formal and suitable to the context. The lecturer also taught us the correct sentence usage when presenting in a formal environment..
		2. Skill	After joining SFAS, I felt my speaking became more fluent. I didn't pause too long like I used to. My pronunciation also got better because we often practiced reading texts and doing presentations. Actually, not just from SFAS, but also from previous speaking classes in earlier semesters, though this semester felt more mature. I used to speak in a flat tone, without emphasis. But now I know when to raise intonation or when to speak slower. It sounds better now..
		3. Attitude	My attitude toward public speaking changed a lot. I used to avoid it as much as possible when asked to speak in front of people. Now, even though I still get nervous, I'm more prepared and don't panic immediately. I became more open to criticism. Now I even like asking for feedback, because from there I can know which parts still need improvement.
		4. Confidence	Compared to before taking SFAS, now I'm much more confident when speaking in formal forums. Not just in terms of language, but also the way I deliver the material is calmer. SFAS gave some tips to reduce nervousness, like breathing control, visualization, and small practice before performing. I tried those during the seminar, and they were quite helpful..
		5. Commitment	After SFAS ended, I still kept practicing. Sometimes I read English articles aloud or joined small discussions to stay used to speaking. I also have a target to keep teaching presentation to my students, especially because I plan to become an English teacher later. So, I prepare materials using the pattern taught in SFAS..

	Behavior	1. Application of learning	One technique I used during the seminar was an opening that was a bit different than usual. That was taught during class, and it turned out it could immediately grab the audience's attention to my presentation. I also used eye contact and tried to keep a straight posture. Not like before when I kept looking down. I also controlled my hand gestures so they weren't too much but still supported my speech. When nervous, I usually take a deep breath, then drink water before starting. It's simple, but effective. Besides that, preparing everything thoroughly is also my technique, and that was also discussed in SFAS.
	Results	1. Perceived Outcome	Overall, I felt quite ready during the seminar. Because before that, it was like a "war drill" in the SFAS class. So, when performing for real, I could say I wasn't too shocked. Scared, yes, but it felt different because I had learned before, so I knew the weak spots. I believe SFAS had a big impact. If I didn't take that class, maybe I would just speak randomly and not know how to organize the material properly. I'm sure I'll use all those techniques again later, especially during my thesis defense and if I have to present in public. Even when teaching, I think the techniques from SFAS will be very useful.

MEYLANDIA ANGGRAINI (MA)- VIAWHATSAPP VOIVE NOTE (VN)			
No	Indicator	Sub indikator	Answer
	Reaction	1. Favorable	Content means the learning materials, right? As I remember, there were both practice and theory. The content didn't really match my expectations. It was good, but I wanted it to be more specific so that it would hit the target. In my opinion, the material felt less relevant because it discussed theory, but in reality, what happens is that some people feel nervous and so on. So maybe I was expecting the direction to be more towards that so it would be more relevant to the needs of presenting in the proposal seminar. In my opinion, the teaching method wasn't very helpful. For example, when it was taught back then, sometimes during the theory part I was afraid to ask questions about what I didn't understand or what I felt confused about. In the end, I was confused about how to apply it during the proposal seminar.

			Honestly, for people like me, I felt the classroom atmosphere was quite tense. I became less comfortable speaking because I was afraid of making mistakes or being corrected in public.
		2. Engaging	personally didn't feel encouraged to be active. Because we are the type who tends to be quiet. Usually only a few students are involved, while the others tend to stay silent. To be honest, I rarely felt truly motivated to be active in class. Sometimes I joined just because I had to attend the class. Maybe because the way it was delivered didn't match what I expected, so I didn't feel involved. When there was a presentation task, I took it quite seriously, but the rest of the time I was mostly just a listener in class. In my opinion, some topics in SFAS felt less connected to the actual situation during the proposal seminar. The practices were mostly too general, whereas the real problems could be different. So during the seminar, I still had difficulties expressing ideas in an organized and formal way.
		3. Relevance	To be honest, I had a hard time recalling a specific moment where I really applied the material from SFAS. Maybe because back in class, I didn't really understand how to connect it to the real situation. In the end, during the seminar, I relied more on personal practice and feedback from friends or my advisor. In my opinion, some of the speaking strategies taught were still too basic, so they're still lacking for more complex academic situations. For example, strategies for opening or closing were discussed, but not deeply. I think if in the future SFAS can focus more on formal contexts like research presentations or focus more on handling common problems that arise, it would be much more useful. To be honest, I didn't feel like I got much new knowledge about how to organize and deliver an academic presentation. There was some, but it didn't really match what happened in the field.
	Learning	1. Knowledge	The improvement wasn't too significant in my opinion. Formal expressions were discussed, but their usage was still limited and I didn't really understand when and how to use them. So during the seminar, I was still confused about choosing the right words to sound academic but still clear and natural.

			There was no significant improvement in my speaking ability. I still often got nervous and had difficulty with pronunciation, but nervousness was definitely the most dominant issue.
		2. Skill	I still don't feel capable of controlling elements like tone, stress, or rhythm properly, maybe because I was too nervous even after finishing the course, even during the seminar proposal. I still don't feel capable of controlling elements like tone, stress, or rhythm properly, maybe because I was too nervous even after finishing the course, even during the seminar proposal.
		3. Attitude	If you say open and accepting, yes, I'm accepting, but if the tone already sounds like criticism, I don't want it—because it will stay on my mind. Like I said before, my confidence when speaking in academic forums is still lacking. I didn't feel any significant improvement after taking SFAS maybe I really just need more practice.
		4. Confidence	SFAS hasn't really helped in reducing my nervousness when speaking in public. I still often feel tense, especially when speaking in front of lecturers during the seminar proposal. Maybe because the class practice didn't closely match the real situation, so I wasn't used to the pressure and atmosphere. This course hasn't really helped me in reducing nervousness, because the practice sessions were still limited and maybe also because I'm naturally someone who tends to be nervous.
		5. Commitment	I still have the desire to learn, but that motivation comes more from personal needs and assignments not from my experience in SFAS. Right now, I don't have any specific plans to reapply the material from SFAS because I don't feel ready enough.
	Behavior	1. Application of learning	During the seminar proposal, I hardly used any specific strategies from SFAS. I relied more on my own preparation. I did try to use non-verbal elements like eye contact or body posture, but that came from personal experience, not from the class. Some of it was from the class, but only a little. Maybe I also forgot.

			to manage nervousness, I usually take deep breaths. I found this method on my own, not from learning in SFAS.
	Results	1. Perceived Outcome	If you ask whether I was ready, I still felt unprepared when delivering the seminar proposal. My personal preparation and help from friends were more helpful compared to SFAS. The contribution of SFAS to my presentation can be considered quite small. I feel my independent effort had more influence on the result I achieved. The likelihood of me using techniques from SFAS in the future is quite low. I need to find another approach that is more effective and matches my needs. Maybe if I become a teacher later, there will be some SFAS material that will be useful.

NADIA SELFIE (NS)- VIAWHATSAPP VOIVE NOTE (VN)			
No	Indicator	Sub indikator	Answer
	Reaction	1. Favorable	Actually, the material was quite complete and quite met my expectations, but I felt that the delivery, for some people like me, made me afraid to ask when I didn't understand something, so I couldn't understand everything. Before the proposal seminar, I finally chose to study on my own, even though actually it would have been better to get proper guidance in class than learning alone, right? The discussions were always interesting, even the material that was delivered, what was directed was very clear. But the lecturer was humorous and sometimes very strict, but because the lecturer was very strict, the atmosphere made me even more tense. So I couldn't fully absorb the material. This is really my fault. Honestly, the atmosphere felt a bit stiff to me, but I saw that my classmates enjoyed learning this course. Maybe it's just me, especially when the lecturer started to scold those who were silent like me. I became even more afraid to speak because I was afraid of making mistakes.
		2. Engaging	Many times I knew the answer, but I didn't dare to speak. Afraid of being wrong, afraid of being asked further. So I just stayed quiet. The simulation part was actually fun, when I got a turn, I couldn't give a maximum performance, but I still more often became an observer. I wasn't brave enough to perform a lot.

			I was once enthusiastic to be active, but I was once kind of scolded, honestly that was totally my fault, but it still became a trauma. After that, I became even more silent in class.
		3. Relevance	Some of the content was connected, but for me, it was hard to relate it directly to real experience during the proposal seminar. It didn't feel that practical. Because in my opinion, it's different when you're in a lesson and when you're in the proposal seminar situation, especially when being watched by juniors, right? Even though I was taught how to open a formal presentation, during practice I returned to my usual way because I was nervous. In my opinion, SFAS strategies may be more suitable for those who are already confident from the start. For someone like me who gets nervous easily, the impact hasn't been very visible.
	Learning	1. Knowledge	I knew the presentation structure that was taught, but during practice, because of nervousness, everything I had learned vanished from my head. Formal language had been introduced, but I wasn't used to it yet, so I still felt awkward when trying to use it. And my English isn't as fluent as my other classmates'.
		2. Skill	There was improvement, but small. I still often paused because I forgot words or was confused about what to say. I still didn't understand when to raise or lower intonation. Sometimes my speech became flat and rushed because of nervousness. My lecturer taught the tips and tricks, but it was me who couldn't apply them.
		3. Attitude	Until now, I'm still really scared when I have to speak in public. SFAS hasn't helped much to reduce that fear. You could say there was no specific teaching on how to overcome it, even though that's the main issue for students like me. Feedback sometimes made me think, but if it was delivered in a high tone, I became even more insecure and lost motivation.
		4. Confidence	During the proposal seminar, I was still confused and nervous. So I could say there wasn't much change from before taking SFAS. I could say it's because I was already like that. I often looked at the slides and looked like I was just reading, I still remember it clearly.

			SFAS sometimes even made things more tense because the class atmosphere wasn't very supportive for someone nervous like me. I don't mean to blame the lecturer, but it's just that I really can't handle pressure, and in the end I blanked out and everything disappeared..
		5. Commitment	I'm still trying to learn, but honestly I don't know yet how to be more confident and relaxed. I'm still trying to keep practicing. Now I practice more often at home alone. I'm not brave enough to practice with others because I'm afraid of making mistakes. I'm afraid of being commented on.
	Behavior	1. Application of learning	I once tried to use the presentation structure that was taught, but when I performed, I forgot many parts because I was nervous. Elements like eye contact or body gestures—I haven't really focused on them. I focused more on the content so I wouldn't blank out. Usually I just take a deep breath before performing, and that's my personal habit, not from SFAS. It was taught back then, but I forgot..
	Results	1. Perceived Outcome	During the proposal seminar, I felt unprepared. Very nervous and felt like I had no idea what to do. SFAS helped a little, but most of my progress came from practicing on my own at home. If possible, I would like to use the techniques, but I need more practice first so I won't be nervous and can speak fluently.

ROYHAN HIDAYAT (RH) - VIAWHATSAPP VOIVE NOTE (VN)

No	Indicator	Sub indikator	Answer
	Reaction	1. Favorable	In my opinion, the Speaking for Academic Settings course really helped me in preparing for the proposal seminar, it really met my expectations. The learning provided by the lecturer was very useful, especially in terms of the methods used. One that I remember the most was the simulation method. This activity gave me a real picture of how to do a presentation, not just an ordinary presentation, but one specifically for an academic setting like a proposal seminar. The class atmosphere was quite challenging because the lecturer didn't hesitate to give low grades to students who were considered lacking. But when the simulation took place, I felt a bit more prepared, so the atmosphere felt more manageable and I could face it more calmly..
		2. Engaging	The lecturer encouraged students to actively speak, so I also felt pushed and eventually wanted to be more actively involved. At first, it was because I was afraid of getting a low grade if I was passive. During the learning process, the lecturer kept encouraging us to participate actively, especially in speaking. The simulations were quite motivating because the lecturer not only asked us to speak formally and fully in English but also required us to prepare everything properly. From creating the PowerPoint, organizing the content neatly and structurally, everything was graded. Because the grades given were also quite significant, I became more motivated to prepare everything more seriously. When the simulation took place, I felt more motivated because the atmosphere really resembled the actual seminar. So I started to take it more seriously and invested time in my preparation, what's the word, like refining my preparation, starting from the PowerPoint to even crafting an interesting opening and closing statement. Because my lecturer once said that the opening is like our first impression, so if we want the audience to be interested, the opening is a pretty important part, she said. I forget the exact words, but that's the idea.
		3. Relevance	The practice in SFAS really connected with the challenges during the proposal seminar. Like practicing how to organize a presentation structure. I really used the opening and closing techniques during the proposal seminar. I learned that in SFAS. I felt more

			confident because I was already familiar with the sequence. I remember that my lecturer often gave us examples of appropriate sentences. In my opinion, the strategies from SFAS were very useful. Even though I'm not working yet, I'm sure they will be useful later, especially if I have to do presentations presenting will definitely be useful not just now, but also later when I work or have other responsibilities. Because basically, it's a preparation or a way of public speaking that is good and proper.
	Learning	1. Knowledge	The main knowledge I gained was about how to organize a presentation in an orderly manner and not just speak randomly. Including how to do the opening, transitions, and the closing, and of course, how to deliver theory so it doesn't sound monotonous. I became more aware of the difference between academic language and everyday language. So I became more careful when choosing vocabulary for the seminar or defense. Sometimes in everyday language, we just say whatever as long as people understand. For example, even in Indonesian, in casual speech we just say it directly, but in formal Indonesian, there's a different choice of words.
		2. Skill	The most noticeable improvement was in the readiness to speak. Because we had practiced during the course. Back then, I used to be very choppy when speaking. Now it flows a bit more smoothly. I used to say "uhm, uh, uhm, uh" a lot, until my lecturer made me aware of that and helped me fix it. Before SFAS, I didn't really understand intonation and emphasis. After taking the course, I slowly started to learn how to manage my rhythm so it wouldn't be monotonous.
		3. Attitude	My attitude changed quite a lot. In the past, speaking in public was such a burden. Now I feel more ready and not as afraid. I emphasize again, it's because of the preparation. Without it, it would probably be a mess. Yes, I am now more open to receiving feedback. Because I realize that from those inputs, I can know what needs to be fixed. I have a friend who is very smart, everyone in the campus knows it. He always gives me constructive feedback, and the way he delivers it is nice, so I also respond nicely.
		4. Confidence	In the proposal seminar, I felt much more confident than before. Because I had practiced something similar through the simulation. SFAS helped me reduce nervousness. Because the practices and simulations made me less shocked when I had to

			perform for real,even though not completely,but that's part of the learning process. During my thesis defense yesterday, thank God, the examiners were happy with my speaking.
		5. Commitment	I still want to improve my speaking skills. Even though I've finished college, I still try to practice, at least by doing solo presentation exercises at home. It just flows, like I said earlier. I don't know the specifics yet, but if there's an opportunity to keep applying what I learned in SFAS, I would love to, because the knowledge is very useful.
	Behavior	1. Application of learning	I think I've already talked a lot about the techniques before because basically we were taught from the beginning to the end how to present, so the techniques are mostly around that. I tried to apply eye contact to all the lecturers, not just to one person. I also maintained posture to look calm and confident. Before performing, I practiced breathing first and imagined the situation. I learned this from SFAS too when we discussed mental preparation..
	Results	1. Perceived Outcome	I felt quite ready during the proposal seminar. Because I had been trained to present and got feedback from the lecturer during the simulation. I believe SFAS has a big contribution. I applied many things from there and the results were also felt when I performed, for example during the defense yesterday, thank God my performance was quite satisfying. Maybe around 65 percent was contribution from SFAS, the rest was my own preparation. Most likely I will continue to use the techniques. If in the future there are activities that involve these techniques, I will definitely use them. Or if I continue my studies later, it will surely be very useful..