

Developing Strategic Management Guidelines for Public Speaking Skill Enhancement for the Student Leaders of the Student Council at Zhejiang Vocational College of Arts, China

Zhao Jiali ¹, * Aree Ussavanuphap ²

¹Masteral Student in Educational Administration and Leadership,
²M.Ed. and Ph.D. Lecturer in Educational Administration and Leadership
Faculty of Education, Dhonburi Rajabhat University

*Corresponding author, E-mail: areeup99@gmail.com

Received 2024-11-06; Revised 2025-04-08; Accepted 2025-04-12;
Published online: 2025-06-24

Abstract

The objectives of this study were 1) to investigate problems and needs of public speaking skills of student leaders of the student council, 2) to analyze strengths and weaknesses of public speaking skill management for student leaders of the student council, and 3) to develop strategic management guidelines for public speaking skill enhancement for the student leaders of the student council. The samples were divided into 2 groups, namely, 1) 171 student leaders, and 2) 222 teachers and 80 administrators, derived from Yamane's formula and collected through the stratified random sampling technique. The research instruments were questionnaires and questions for the academic meeting. The findings indicated that 1) the problems and needs of public speaking skills of strategic management guidelines of student leaders, teachers, and administrators were at the highest level; most students need the procedure and public speaking skills at the first rank (\bar{x} =4.74, S.D.=0.45, and \bar{x} =4.74, S.D.=0.46, respectively), but most teachers and administrators need planning at the first rank (\bar{x} =4.76, S.D.=0.45); 2) the weaknesses in public speaking skills management were that they lacked special programs to meet the diverse needs of student leaders, and they didn't focus on psychological barriers; 3) the strategic management guidelines for enhancing public speaking skills were composed of six strategies, including 1) implementing a structured public speaking program 2) regular practice and feedback opportunities 3) innovative and engaging teaching contents 4) transparent and motivational reward systems 5) teacher training and development, and 6) monitoring and continuous improvement.

Keywords: *Strategic Management Guidelines, Public Speaking Skill, Student Leaders, Student Council, China*

1. Introduction

Public speaking is an important communication skill, essential both in today's society and in the workplace. However, many students may feel nervous and uneasy when confronted with public speaking. If we combine public speaking and daily speaking, communication skills, it will be a bond between people. We must constantly improve our communication skills; as Stephen & Francis (2018, p.78) said, "Language skills are not all

talent, but skills." So it is important to learn effective skills and improve public speaking. Public speaking skills are broad and important abilities that play a significant role in our daily lives, studies, and workplaces. We need excellent public speaking skills, from student classroom discussions to workplace reports, from social occasions to public speaking contests.

Ordinary high school students enter art school with poor speaking ability. Their eloquence and pronunciation foundation are especially weak. Although they spend two years in school, their public speaking skills are not significantly improved through communication, practice, and speaking (Shukurova, 2024, p. 125). Common problems are: 1) the content of the speech is not logical. Some students' speeches are unclear; the logical order is reversed, and 2) the content cannot attract and maintain the audience's attention. Some students talked about the interactive atmosphere in the field. 3) No confidence and stage fright. Few students have confidence throughout the presentation. They forget to speak and stutter. There are often abnormal pauses, skipping, and other phenomena when they speak in public. The lack of speech preparation, unaccustomed to practice, and repeated attempts greatly reduce speech proficiency. Public speech is an indispensable aspect of language expression. The power of speech can shake the world, and improving speech skills is required for art school students to enhance their eloquence, especially those in performance courses (Lucas & Stob, 2020, p. 234).

In improving students' public speaking skills, we can discuss them from many aspects. Knowing what a good presentation should be like is the first step in improving public speaking skills. A good speech should capture the audience's attention, guide their thinking, convey clear information, and be interactive and interesting enough to engage the audience. Therefore, the research of public speech teaching has always been an important subject in eloquence promotion teaching. However, traditional oral English teaching students generally have weak understanding abilities and little interest in public speaking learning. Therefore, there is an urgent need to reform the teaching of public speaking skills. Bodie (2010, p. 34) emphasized the importance of language and eloquence as necessary skills for a politician. He pointed out that language can inspire people's emotions, inspire people, and guide people's actions, so it is a powerful weapon in political struggle. Wrage (1947, p. 21) also believes that the power of language can be either positive or negative. Positive language can stimulate positive emotions and values such as love, joy, knowledge, and wisdom. In contrast, negative language can trigger negative emotions and behaviors such as hatred, pain, ignorance, and destruction. Public speech is an indispensable aspect of language expression. Improving speech skills is required for art school students to improve their eloquence, especially those in performance courses. Therefore, the research of public speech teaching has always been an important subject in eloquence promotion teaching. However, traditional oral English teaching for students generally has weak understanding ability and little interest in public speaking learning. In education, more and more students need good public speaking skills. Students must demonstrate their abilities in speech contests, classroom presentations, and team projects. Effective communication

and expression are keys to success in the workplace, whether in working with colleagues, interacting with clients, or managing and leading the team.

However, many students may not receive adequate public speaking training, so there is a bottleneck. While many books, courses, and online resources focus on improving public speaking skills, individual needs and challenges vary. Standard training materials may sometimes not meet a specific context, goals, and style. Therefore, developing practical public speaking skills improvement guidelines is valuable for students to improve their public speaking skills. Through insight into the characteristics, goals, and current level of speakers, combined with modern education and communication theory, this manual will provide students with a range of personalized skills, practical guidance, and case studies designed to help them overcome their challenges, increase confidence, and achieve more powerful and influential public speaking (Rukman et al., 2023, p. 210). The significance of this study is to provide students with better guidance and support in public speaking skills and improve their speaking skills and self-confidence. Meanwhile, the results of this study can also provide a reference for promoting the improvement and development of public speaking skills education. Thus, there is an urgent need for written guidelines to reform students' teaching systems to improve their public speaking skills by providing practical guidelines that help them achieve greater achievement and progress in public speaking.

2. Research Objectives

2.1 To investigate problems and needs of public speaking skills management of student leaders of the student council at Zhejiang Vocational College of Arts.

2.2 To analyze strengths and weaknesses of public speaking skills management for student leaders of the student council at Zhejiang Vocational College of Arts.

2.3 To develop strategic management guidelines for public speaking skill enhancement for student leaders of the student council at Zhejiang Vocational College of Arts.

3. Research Questions

3.1 What are the problems and needs of public speaking skills management for student leaders of the student council at Zhejiang Vocational College of Art?

3.2 What are the strengths and weaknesses of public speaking skills management for student leaders of the student council at Zhejiang Vocational College of Art?

3.3 What are the strategic management guidelines for the enhancement of public speaking skills for the student leaders of the student council at Zhejiang Vocational College of Art?

4. Literature Review

Public speaking is a vital communication skill for leaders, enabling them to present ideas clearly and persuasively. Studies have shown that public speaking proficiency is linked to enhanced leadership effectiveness (DuBrin, 2013, p. 102). Developing public speaking skills involves practice, feedback, and an understanding of the audience's needs and expectations (Lucas, 2019, p. 215). Therefore, it is important to enhance the public speaking skills of student leaders in the student council. There are various dimensions related to the enhancement of public speaking skills for student leaders as follows.

4.1 Planning

Planning is a fundamental aspect of strategic management, crucial for the successful implementation of initiatives aimed at skill development, such as public speaking. Effective planning involves setting clear objectives, identifying necessary resources, and establishing a timeline for achieving goals. According to Mintzberg (1989, pp. 1-424), strategic planning provides a framework that guides the allocation of resources and the alignment of activities with organizational objectives. In the context of student leadership, planning is essential for ensuring that efforts to improve public speaking skills are systematic and focused. Goberman et al. (2011, pp. 867-876) emphasize that a well-structured plan can help educators and leaders create a learning environment that fosters continuous improvement and adaptation. By incorporating planning into the development of public speaking skills, student leaders can better organize their learning activities, set realistic milestones, and track their progress over time.

4.2 Procedure

The procedure refers to the specific methods and steps employed to achieve desired outcomes in strategic management. In the realm of public speaking, a well-defined procedure is necessary to guide student leaders through the process of skill acquisition. Procedures typically include detailed instructions on how to practice, the types of exercises to perform, and the sequence of activities. According to Pfister & Robinson (2011, pp. 66-78), having a clear procedure helps in reducing uncertainty and ensuring that all participants are aware of the steps required to achieve their objectives. This structured approach is particularly beneficial in educational settings, where student leaders can follow a step-by-step guide to enhance their public speaking abilities. The use of procedures in strategic management also aligns with the principles of instructional design, which advocate for systematic approaches to learning that are both efficient and effective.

4.3 Monitoring

Monitoring is a critical component of strategic management, involving the continuous assessment of progress toward achieving specific goals. In the context of

improving public speaking skills, monitoring allows educators and student leaders to track progress, identify areas for improvement, and make necessary adjustments to the training program. Dwyer & Davidson (2012, pp. 99-107) highlight that effective monitoring involves setting performance benchmarks and regularly reviewing progress against these standards. This process ensures that any deviations from the planned course of action are promptly addressed, allowing for corrective measures to be implemented. Furthermore, monitoring provides valuable feedback, which is essential for the interactive process of skill development. According to Marinho et al. (2017, pp. 127.e7-127.e11), continuous monitoring and feedback are vital for refining techniques and building confidence in public speaking. In educational contexts, monitoring not only helps in tracking student progress but also in enhancing the overall effectiveness of the learning experience.

4.4 Rewarding

Rewarding refers to the system of incentives and recognition used to motivate individuals to achieve their goals. In the strategic management of public speaking skills, rewarding plays a significant role in encouraging student leaders to persist in their efforts and strive for excellence. Levin et al. (1993, pp. 207–221) suggest that rewards, whether intrinsic or extrinsic, can significantly enhance motivation and performance in skill development. Rewards can take various forms, including verbal recognition, certificates, or opportunities for further leadership roles. According to Vroom's Expectancy Theory, the perception of rewards as valuable can drive individuals to exert greater effort in achieving their objectives (Kasih et al., 2022, pp. 313–321). In the context of student leadership, a well-structured reward system can not only reinforce positive behaviors but also create a culture of excellence where continuous improvement in public speaking is valued and pursued.

4.5 Public Speaking

Public speaking is an inseparable part of interpretation teaching. Increasing speech practice can cultivate students' language ability, thinking ability, and psychological qualities necessary for interpretation. Because of the current situation of insufficient lecture hours for interpretation teaching and speech training in local colleges and universities, students can be trained by increasing training hours, enriching practice forms, expanding training platforms, expanding assessment media, combining fixed-topic speeches, impromptu speeches, and speech interpretation. At the same time, the assessment subject is expanded from teachers to students, and students' subjectivity is maximized through self-assessment and peer assessment, thereby promoting the development with AI technology of students' speech abilities and promoting the process of cultivating localized interpreting talents (Xia & Shannon, 2024, pp. 306-308).

Thus, in order to provide an extensive exploration of the key concepts, theories, and research related to public speaking, with a particular focus on its relevance in

educational settings, especially within student leadership development. The conceptual framework is shown below:

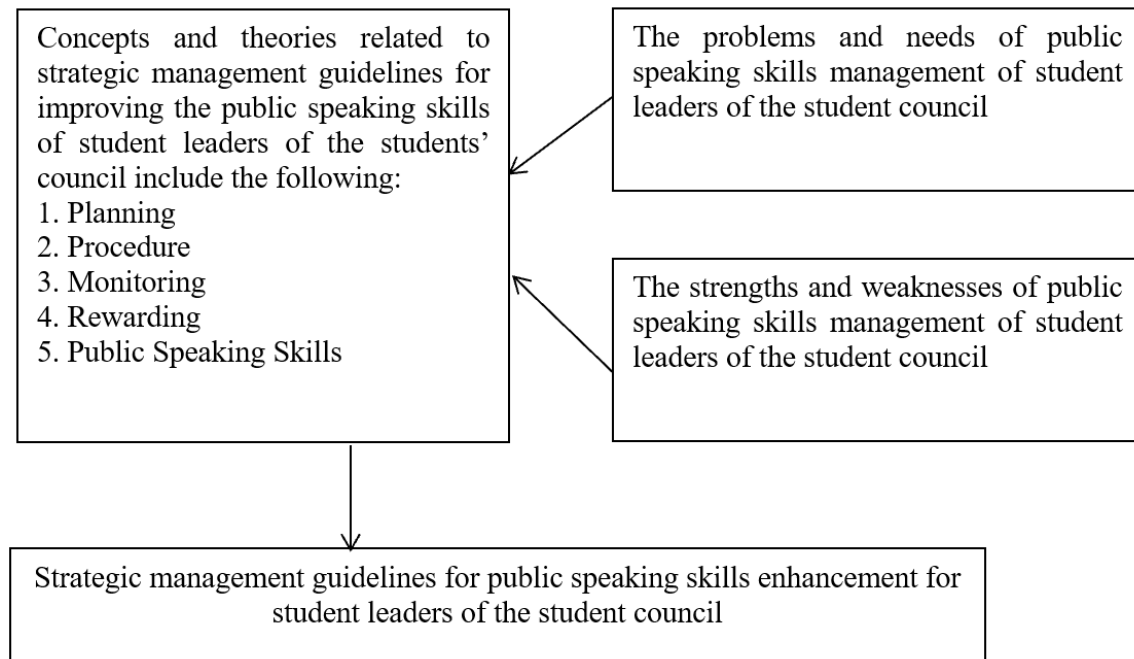


Figure 1: Research Framework

5. Research Methodology

This research used quantitative and qualitative methods.

5.1 Population and Sample Groups

The population of this research was divided into 2 groups: 1) 300 student leaders of the student council, 2) 500 teachers involved in the teaching of public speaking skills, and 100 administrators

The sample groups were derived from the Yamane formula (Yamane, 1973, p. 125), and were obtained through stratified random sampling. They were divided into 2 groups: 1) 171 student leaders of the student council, 2) 222 teachers involved in the teaching of public speaking skills, and 80 administrators.

5.2 Research Instruments

1) Questionnaires

The questionnaires were divided into 2 sets: 1) the student set, and 2) the teacher and administrator set. They were divided into three parts: 1) general information, 2) problems of public speaking skills for student leaders, and 3) needs of public speaking skills for student leaders. Each question was evaluated by three experts using the Index of Item-Objective Congruence (IOC score), ranging from 0.67 to 1.00. The reliability of the questionnaires for the students, teachers, and administrators was 0.85, 0.88, and 0.87, respectively. (Cronbach, L. J. 1951, pp. 297-334).

2) A set of questions for academic meeting

Questions were set for discussing the strengths and weaknesses of the public speaking skills management for student leaders of the student union.

5.3 Data Collection

The researchers personally collected data and information from the sample groups. The participants were informed about the purposes of the data collection, and appointments were scheduled accordingly. Before data collection, the researcher submitted a letter of permission to the school director of Zhejiang Vocational College, seeking approval to gather data from the sample groups.

5.4 Data Analysis

The data and information collected were analyzed, interpreted, and then presented in terms of frequency, percentage, mean (\bar{x}), and standard deviation (S.D.). The five-point Likert rating scale was used to evaluate the respondents' problems and needs in public speaking skill management.

The criteria and defined in the range of the mean scores as follows:

Table 1: The interpretation of the mean scores range

weight/Scale	Mean Range	Interpretation
5	4.51-5.00	Highest
4	3.51-4.50	High
3	2.51-3.50	Moderate
2	1.51-2.50	Low
1	1.00-1.50	Lowest

6. Research Results

6. 1 The problems and needs of public speaking skills for the student leaders of the student council at Zhejiang Vocational College of Arts

Table 2: Problems of public speaking skill enhancement for the student leaders of the student council perceived by students, teachers and administrators

Item	Students			Teachers/Administrators		
	\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
Planning	4.71	0.45	Highest	4.70	0.41	Highest
Procedure	4.70	0.45	Highest	4.69	0.44	Highest
Monitoring	4.75	0.42	Highest	4.76	0.41	Highest
Rewarding	4.65	0.47	Highest	4.65	0.44	Highest
Public speaking skills	4.74	0.46	Highest	4.71	0.43	Highest
Total	4.73	0.44	Highest	4.70	0.45	Highest

Table 2 shows that most respondents rated the problems of public speaking skills for the student leaders of the student council at the highest level. Among the domain of public speaking skills enhancement for student leaders of the student council, all groups of respondents rated monitoring as the highest problem (\bar{x} =4.75, S.D.=0.42, and \bar{x} =4.76, S.D.=0.41, respectively).

Table 3 Needs of public speaking skill enhancement for the student leaders of the student council perceived by students, teachers, and administrators

Item	Students			Teachers/Administrators		
	\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
Planning	4.72	0.45	Highest	4.76	0.45	Highest
Procedure	4.74	0.44	Highest	4.70	0.45	Highest
Monitoring	4.71	0.41	Highest	4.71	0.45	Highest
Rewarding	4.72	0.42	Highest	4.72	0.42	Highest
Public speaking skills	4.74	0.46	Highest	4.74	0.46	Highest
Total	4.73	0.45	Highest	4.72	0.42	Highest

Table 3 shows that most respondents rated the need for public speaking skills for the student leaders of the student council at the highest level. Among the domain of public speaking skills enhancement for student leaders of the student council, most students need the procedure and public speaking skills at the first rank (\bar{x} =4.74, S.D.=0.45, and \bar{x} =4.74, S.D.=0.46), but most teachers and administrators need planning at the first rank (\bar{x} =4.76, S.D.=0.45).

6.2 The result of strengths and weaknesses of public speaking skills management for student leaders of the student council at Zhejiang Vocational College of Arts

There are 302 administrators and teachers in the college, but 59 administrators and teachers attended the academic meeting. The three specialists were also invited to discuss

the strengths and weaknesses of public speaking skills management for student leaders of the student council at Zhejiang Vocational College of Arts.

Public speaking is a critical skill for student leaders, particularly those serving in roles within the student council. It empowers them to effectively communicate ideas, inspire peers, and represent the student body in various forums. At Zhejiang Vocational College of Arts, China, efforts have been made to enhance the public speaking skills of student leaders, recognizing the importance of this ability in their personal and professional development. This research analyzes the strengths and weaknesses of these enhancement initiatives, providing a comprehensive understanding of their impact and areas for improvement.

For the strengths, there are several points as below:

Firstly, one of the significant strengths of the public speaking enhancement initiatives is the involvement of expert speakers and trainers. By learning from experienced professionals, students gain valuable insights and practical tips that they might not acquire through self-study or peer-led sessions alone. The presence of experts also elevates the credibility and quality of the training programs, encouraging student participation.

Secondly, the college has fostered a culture of peer support, where student leaders regularly engage in peer review sessions. These sessions allow them to practice public speaking in a safe environment and receive constructive feedback from their peers. This peer-driven approach not only builds confidence but also creates a sense of camaraderie among the student leaders, which is essential for their overall leadership development.

Lastly, Zhejiang Vocational College of Arts has effectively integrated technology into its public speaking training. Tools such as video recording and analysis software enable students to review their performances, identify areas for improvement, and track their progress over time. The use of technology enhances the learning experience by providing students with tangible metrics and visual feedback on their speaking abilities.

For the weaknesses, there are several points as below:

Firstly, Limited Practice Opportunities: Despite the strengths of the training programs, one of the key weaknesses is the limited opportunities for students to practice public speaking in real-world settings. While workshops and peer review sessions are valuable, they do not fully replicate the pressures and dynamics of actual public speaking engagements.

Secondly, another challenge lies in the varying levels of engagement among students. Not all student leaders exhibit the same enthusiasm or commitment to improving their public speaking skills. This variability can lead to uneven outcomes, where some students make significant progress while others lag behind. Factors such as personal confidence, previous experiences, and motivation levels all contribute to this disparity.

Thirdly, the current enhancement initiatives may not adequately address the psychological barriers that hinder effective public speaking, such as anxiety, fear of

judgment, and self-doubt. While technical skills are emphasized, the emotional and mental aspects of public speaking are often overlooked. Without addressing these underlying issues, even technically proficient speakers may struggle with performance anxiety, limiting their effectiveness as leaders.

Lastly, the one-size-fits-all approach to public speaking training may not meet the diverse needs of all student leaders. Students come from various backgrounds and possess different levels of public speaking experience. A more personalized approach that considers individual strengths, weaknesses, and learning styles could enhance the effectiveness of the training programs, ensuring that all students benefit equally.

6.3 The strategic management guidelines of public speaking skills enhancement for student leaders of the student council at Zhejiang Vocational College of Arts

Public speaking is an essential skill for student leaders, especially those involved in the student council, as it plays a critical role in their ability to effectively communicate ideas, influence peers, and lead initiatives. To address these issues and enhance the public speaking skills of student leaders, it is crucial to implement a series of targeted guidelines. These guidelines aim to create a supportive and structured environment that fosters continuous improvement, motivates students through recognition and rewards, and ensures that both students and educators are equipped with the necessary tools and strategies for success.

The strategic management guidelines of public speaking skills enhancement for student leaders of the student council comprised of six strategies. The contents of six strategies were evaluated by three competent specialists.

The six strategic management guidelines for public speaking skill enhancement for the student leaders of the student council were as follows:

- Strategy 1 Implement a Structured Public Speaking Program
- Strategy 2 Regular Practice and Feedback Opportunities
- Strategy 3 Innovative and Engaging Teaching Contents
- Strategy 4 Transparent and Motivational Reward Systems
- Strategy 5 Teacher Training and Development
- Strategy 6 Monitoring and Continuous Improvement

This document outlines six key strategies designed to enhance public speaking skills among student leaders in the student council. These guidelines focus on creating a comprehensive public speaking program, providing regular practice opportunities with feedback, innovating teaching content, establishing a transparent reward system, offering teacher training and development, and implementing systematic monitoring and continuous improvement. Together, these strategies aim to empower student leaders to become confident, effective communicators who can successfully fulfill their leadership roles.

7. Discussion

From this research, it was found that the problems and needs of public speaking skills of strategic management guidelines of student leaders, teachers, and administrators were at the highest level. However, many student council leaders enter their roles with minimal experience in public speaking. The lack of practical experience can impede their ability to deliver effective speeches and presentations. As noted by Anderson and Sharrock (1979, pp. 367-385), hands-on practice is crucial for developing public speaking skills. Without sufficient practice, students may struggle with organizing their speeches and engaging their audience effectively (Nazarov, 2024, p. 33). The gap between theoretical knowledge and practical application often results in difficulties during real speaking engagements.

Most students need a procedure and public speaking skills at the first rank. This is consistent with Pfister & Robinson (2011, p. 67), who mentioned that having a clear procedure can help in reducing uncertainty and ensuring that all participants are aware of the steps required to achieve their objectives. This structured approach is particularly beneficial in educational settings, where student leaders can follow a step-by-step guide to enhance their public speaking abilities. The use of procedures in strategic management also aligns with the principles of instructional design, which advocate for systematic approaches to learning that are both efficient and effective.

Whereas most teachers and administrators need planning at the first rank. This is consistent with Goberman et al.'s findings (2011, p. 45). They emphasize that a well-structured plan can help educators and leaders create a learning environment that fosters continuous improvement and adaptation. By incorporating planning into the development of public speaking skills, student leaders can better organize their learning activities, set realistic milestones, and track their progress over time.

Furthermore, the weaknesses of public speaking skills management were that they lacked special programs to meet the diverse needs of student leaders and didn't focus on psychological barriers. It addresses students' concerns and supports their needs in developing public speaking abilities is critical to their success as student council leaders. Schools can significantly improve students' public speaking skills by addressing issues such as fear and anxiety, a lack of experience, limited access to training, difficulty crafting messages, and insufficient feedback, as well as providing opportunities for practice, structured training, and access to resources, constructive feedback, and a supportive environment. Meeting these needs not only benefits individual students but also improves the efficacy and performance of student council leaders.

From the results, it is found that public speaking is a critical skill for student council leaders, enabling them to articulate ideas, inspire peers, and lead effectively. Teachers play a crucial role in developing these skills, yet they face several challenges and have specific

needs to support students' public speaking abilities. This discussion, informed by academic research and professional insights, examines the problems teachers encounter and the needs they have in enhancing public speaking skills for student council leaders.

However, it is found that many teachers lack specialized training in public speaking or speech coaching. This gap in expertise can limit their ability to offer effective guidance and support. As noted by Palmer (2023, p. 89), teachers who are not trained in public speaking may struggle to provide the advanced techniques and targeted advice necessary for improving students' skills. This lack of specialized knowledge can hinder the quality of instruction and support that students receive.

Besides, teachers often juggle multiple responsibilities and may not have adequate time or resources dedicated to public speaking training. According to Palmer (2023), the demands of the curriculum and other teaching responsibilities can constrain teachers' ability to focus on public speaking skill development. Additionally, the availability of instructional materials, tools, and technology can be insufficient, impacting the effectiveness of the training provided.

We learned from the results that teachers need access to specialized training in public speaking and speech coaching. Professional development programs focused on public speaking techniques, coaching strategies, and effective feedback methods can enhance teachers' ability to support student council leaders. Anderson (2023, pp. 1-13) emphasizes that targeted training equips teachers with the skills necessary to provide high-quality public speaking instruction.

Teachers encounter several challenges and have unique requirements for improving public speaking abilities among student council leaders. Effective skill development requires addressing issues such as a lack of specialized training, limited time and resources, insufficient professional development opportunities, difficulty in managing varied skill levels, and student fear. Schools can help instructors better support student leaders by providing specialized training, enough resources, professional development, differentiated instruction, anxiety management measures, and collaborative support. This method not only benefits students but also improves the overall success and effectiveness of student councils.

8. Recommendations

8.1 Recommendation for Implementation

Effective public speaking is a vital skill for student council leaders, as it significantly impacts their ability to communicate, lead, and advocate. Both students and teachers face various challenges in developing these skills, and addressing these challenges requires targeted recommendations. This research outlines recommendations for enhancing

public speaking skills among student council leaders based on the identified problems and needs of both students and teachers.

1. Schools should establish comprehensive public speaking programs designed to provide students with regular practice and structured training. These programs should include a range of activities such as mock speeches, debates, and presentations. By incorporating varied practice opportunities, students can develop and refine their public speaking skills in a supportive environment. According to Dwyer (2006, p.67), consistent practice is essential for skill development, helping students build confidence and improve their speaking abilities.

2. To support students in enhancing their public speaking skills, schools should offer access to specialized resources. This includes instructional materials, books, online tools, and technology focusing on public speaking. Resources should cover key aspects such as speech writing, presentation design, and effective communication strategies. Lucas (2015, p.43) highlights that access to these resources enables students to better prepare and deliver impactful speeches, contributing to their overall skill development.

3. Expanding professional development opportunities for teachers is crucial for improving public speaking instruction. Schools should offer workshops, seminars, and online courses that focus on public speaking and communication skills. Lucas (2013, p.75-84) notes that ongoing professional development helps teachers stay updated with the latest practices and strategies. Providing relevant training ensures that teachers can deliver effective and up-to-date public speaking instruction to their students.

4. Teachers should use differentiated instruction techniques to address the diverse skill levels of student council leaders. This involves tailoring instruction to meet individual students' needs and providing personalized feedback. Anderson and Murdock (2007, p.78) emphasize the importance of differentiated instruction in supporting students with varying levels of proficiency. By addressing diverse skill levels, teachers can ensure that all students receive appropriate support and development opportunities.

5. Enhancing public speaking skills for student council leaders requires addressing the challenges faced by both students and teachers. By implementing comprehensive public speaking programs, providing access to specialized resources, offering support for managing anxiety, and facilitating constructive feedback, schools can better support students in developing their public speaking abilities. For teachers, specialized training, adequate time and resources, professional development opportunities, strategies for addressing diverse skill levels, support for managing student anxiety, and collaboration networks are essential. Addressing these recommendations will improve the effectiveness of public speaking training and contribute to the success of student council leaders.

8.2 Recommendation for Further Study

1. Longitudinal studies to track the development of public speaking skills over time, from initial exposure to more advanced stages of leadership. This would help in understanding the long-term impact of various training methods.
2. Explore how cultural and social backgrounds affect public speaking styles and effectiveness. This could include studies on how student leaders from diverse backgrounds approach public speaking and what unique challenges or advantages they might have.
3. Investigate how student leaders adapt their public speaking skills across different contexts, such as formal presentations, debates, and impromptu speaking situations. Understanding the versatility required for different scenarios could inform more targeted training.
4. Study the correlation between public speaking skills and overall leadership effectiveness within the student council. This could include measuring outcomes such as influence on peers, decision-making, and conflict resolution.

9. References

- Anderson, D. C., & Sharrock, W. W. (1979). Biasing the News: Technical Issues in Media Studies'. *Sociology*, 13(3), 367–385.
- Anderson, K. A. (2023). Nonverbal communication as a mediator of intercultural communication in English as a second language classrooms. *Journal of Multilingual and Multicultural Development*, 1–13.
- Bodie, G. D. (2010). A racing heart, rattling knees, and ruminative thoughts: Defining, explaining, and treating public speaking anxiety. *Communication Education*, 59(1), 70–105.
- Cronbach, L. J. (1951). Coefficient Alpha and the Internal Structure of Tests. *Psychometrika*, 16, 297–334.
- DuBrin, A. J. (2013). *Principles of Leadership* (7th ed.). Cengage Learning, 102
- Dwyer, K. K., & Davidson, M. M. (2012). Is public speaking really more feared than death? *Communication Research Reports*, 29(2), 99–107.
- Goberman, A. M., Hughes, S., & Haydock, T. (2011). Acoustic characteristics of public speaking: Anxiety and practice effects. *Speech Communication*, 53(6), 867–876.
- Kasih, E. N. E. W., Suprayogi, S., Puspita, D., Oktavia, R. N., & Ardian, D. (2022). Speak up confidently: Pelatihan English Public Speaking bagi siswa-siswi English Club SMAN 1 Kotagajah. *Madaniya*, 3(2), 313–321.

- Levin, A. P., Saoud, J. B., Strauman, T., Gorman, J. M., Fyer, A. J., Crawford, R., & Liebowitz, M. R. (1993). Responses of “generalized” and “discrete” social phobics during public speaking. *Journal of Anxiety Disorders*, 7(3), 207–221.
- Lucas, S. E. (2013). Teaching public speaking. In *Teaching Communication*. (pp. 75–84). Routledge.
- Lucas, S. E. (2019). *The art of public speaking* (13th ed). McGraw-Hill Education, 215.
- Lucas, S. E., & Stob, P. (2020). *The art of public speaking*. McGraw-Hill.
- Marinho, A. C. F., de Medeiros, A. M., Gama, A. C. C., & Teixeira, L. C. (2017). Fear of public speaking: Perception of college students and correlates. *Journal of Voice*, 31(1), 127.e7-127.e11.
- Mintzberg, H. (1989). *Mintzberg on management: Inside our strange world of organizations*. Simon and Schuster.
- Nazarov, B. (2024). English Speaking: Tips for Improving Public Speaking, Conversation Skills, and Pronunciation. *Talqin va Tadqiqotlar*, 2(39).
- Palmer, E. (2023). *Well spoken: Teaching speaking to all students*. Routledge.
- Pfister, T., & Robinson, P. (2011). Real-time recognition of affective states from nonverbal features of speech and its application for public speaking skill analysis. *IEEE Transactions on Affective Computing*, 2(2), 66–78.
- Rukman, W. Y., Urath, S., Harini, H., Ausat, A. M. A., & Suherlan, S. (2023). Philosophy Education as a Means of Developing Student Soft Skills. *Edumaspul: Jurnal Pendidikan*, 7(1), 281–286.
- Shukurova, M. O. (2024). Growing children’s speech in the process of introducing them to the environment and nature. *Multidisciplinary Journal of Science and Technology*, 4(3), 130–135.
- Stephens, A., & Francis, D. (2018). *English learners in STEM subjects: Transforming classrooms, schools, and lives*. National Academies Press.
- Wrage, E. J. (1947). Public address: A study in social and intellectual history. *Quarterly Journal of Speech*, 33(4), 451–457.
- Xia, Z., & Shannon, R. (2024). Conceptualizing AI-CHATBOT Application as an E-Service Agent to Develop a Customer-Brand Relationship. *Operational Research in Engineering Sciences: Theory and Applications*, 7(1), 306-308. Retrieved from <https://oresta.org/menu-script/index.php/oresta/article/view/712>
- Yamane, T. (1973). *Statistics: An introductory analysis*. 3rd Edition. Harper and Row, New York.