The Efficacy of Transcription and Impersonation on Students' Public Speaking Performance

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Abstract
The constant and repetitive implementation of conventional public speaking training in teaching English as a foreign language has resulted in predictability, determinism, and lack of innovations in students' public speaking performance. The notable explanation for this pattern is students' reading-oriented English speech presentation. Previous studies had primarily focused on promoting anxiety-free performance through instructional rehearsal methods and thus had yet to be able to uncover students' potential through independent rehearsals. This study highlights an experiment that investigated the self-rehearsal process using the Transcription and Impersonation technique to influence students' public speaking performance in English. Data from 10 student-participants from an Islamic school in Indonesia were used to test the influence threshold of the technique on their public speaking performance via pre- and post-test cycles. The data analysis technique incorporated an N-Gain score of 73.79%, implying that the technique was compelling enough to boost students' public speaking performance. The findings indicate that with the correct method, granting access to independent training, students could tackle the stiffness they experienced in English speech rehearsals and improve their ability in public speaking.
Key words: Transcription, Impersonation, Public Speaking

Introduction

Public speaking refers to talking to individuals or a group of listeners to achieve specific goals, i.e., sharing thoughts, influencing perception, persuading ideas, or even being as inclusive as performing in a speech contest. However, unlike other forms of regular daily life communication, public speaking requires a well-planned and organized preparation due to its formality (Vera et al., 2019).

While casual conversation and public speaking have unique features in their rights, the formality of public speaking requires its speakers to determine which words in their everyday vocabulary are spoken dialectically and then practice articulating them in Standard English pronunciation (Almusharraf, 2024; Bashori et al., 2024; Indrayadi et al., 2024). Regardless of the objectives that regular conversation and formal public speaking entail, the attribution applied is fundamentally similar, i.e., gaining most of the attention, delivering the messages, and limiting inhibiting factors (e.g., anxiety and stutters) while at the same time comforting listeners through exercising rhetoric and body language as successfully as possible (Hernández, 2021; Kocabiyikoglu et al., 2019).

However, when it comes to public speaking, it is not an uncommon stereotype among EFL students to perceive it as highly challenging, undesirable, or even frightening. Numerous studies worldwide in the past decades have focused on tackling this issue. Contrary to popular belief, the most common and popular challenges of speaking before the masses, such as feelings of tension, anxious thoughts, blood pressure increase, irregular heartbeat, or fear of the audience's dissatisfaction, do not emerge in time when a speaker is about to begin the speech (Adickalam & Yunus, 2022; Baracheta, 2024; Halali et al., 2023; Yessenbekova, 2024). Those are byproducts of

complicated sequences that preclude the presentation. Public speaking is more complex than a person standing before a group conveying a speech. It has a chain of sequences in which a speaker (usually a student) and an instructor (usually a language teacher) collaborate before the speaker makes it to the stage.

The instructor and the student share different tasks that comprise the whole process of an English speech. From an instructor standpoint, the initial challenges would include finding out what topic to bring up, how the script should be structured, what message needs to be included in the text, what should be redacted, and—once the script is completed—which students will best perform the speech and deliver the material.

From the student speaker's perspective, the challenge would be continuing what the instructor has done. The job revolves around memorizing the script, pronouncing tricky vocabulary correctly, synchronizing time management, and exercising a jumble of emotional expressions instructed by the teacher (Almusharraf, 2024; Prahaladaiah & Andrew Thomas, 2024). The reciprocal connections of responsibilities summarize the fundamental tenet of excellent public speaking training. The effect could significantly ripple throughout the speech performance if these "pre-production" stages are carelessly executed.

Unfortunately, this ideal public speaking rehearsal does not get much credit among EFL teachers. Instead, they tend to rely heavily on conventional public speaking training, a rehearsing that adopts a top-down approach in which the teacher-instructor holds a dominant role. From a larger perspective, this is known as instruction-based speech training, which generally comes in a sequence.

First of all, the teacher has a student memorize pages of the script; for efficiency, the teacher does not usually spend time fact-checking the script or retrieving the material from untrusted sources. Then, the student, who is already struggling with limited knowledge of the speech material, is instructed to memorize the script thoroughly until a predetermined due date. The cycle then goes on with a phase of mind-draining memorization of hundreds or even thousands of words. This common construct of misperception of speaking rehearsal leads to the question as to why teachers still need to wholly, or even fail to, tackle students' issues on public speaking altogether.

The failure to notice the complexity of students' underlying symptoms renders the majority of teachers to adopt a more straightforward and quicker yet infamous method of instruction-based public speaking training. Despite the method's popularity in terms of student achievement, its massive and extensive use slowly exposed its determinism and lack of innovation. This leads to its predictability, and the level of satisfaction of anyone who engages with it wears off. Consequently, it creates underlying insecurity issues in the process and eventually leads to anxiety and self-confidence-related problems. Therefore, the students end up having difficulties making their speech original with no room for self-improvisation (Mufanti et al., 2018).

While instruction-based English speech training contemporarily provides frameworks that support rehearsal experience, the inherent nature it bears is characterized by the teacher's constant domination. This curbs students' ability to improve their skills due to the restrictive self-regulation opportunity for students to yield incentives on their rehearsal experience. A lack of innovation prevents the public speaking style of the students from experiencing a significant shift. Researchers had proposed impetus to complement teacher-dominated approaches such as instructional approaches. (Holmes-Henderson & Wright, 2023) argue that students play a more significant role in decision-making. A student-centered approach allows educators to adopt the ideological realm of liberal humanism, which attests to the idea of attending to each student (Al Ajmi et al., 2024).

The initial conception of this study is to shift the focus from the teacher to the student. Instead of viewing the teacher as the focal point of learning, the present study looks at the student as the one expected to train himself or herself to get the most out of the rehearsal experience and enhance their public speaking performance. Theorizing

practice is essential to establishing a meaningful learning environment (Setiawan et al., 2023).

The objective of this study is to uncover the reciprocal connection between public speaking performance and a method of mimicking other individuals' performance. In the field of mannerism, personation collaborated with another correlative inquiry, which is the attempt to rewrite the exact words of other individuals during a public speaking performance—an attempt known in linguistics as transcription. Therefore, this study's objective is to train students to duplicate other speakers' physical performance and speech content. Collectively, these two are referred to in this study as the Transcription and Impersonation (TI) technique.

Literature review

Transcription

While delivering a speech in front of a group of people has been a mount to climb for many, composing the script is another problem. Most EFL students still strictly rely on their teachers/instructors to prepare a speech manuscript. The task of writing their script could be more manageable as it enables students to exercise independence in planning, organizing, and controlling their activities (Baltabayev et al., 2023; Fuyuno et al., 2018). For one reason, they do not have enough insight on a given topic or cannot write long texts in English (that is the case for most Indonesian secondary school students). Writing a speech script is considered a time-consuming task for most students. Students nowadays have no options but to rely on a completed speech text from their teachers if assigned to deliver a speech.

However, transcriptionist researchers challenged this tradition, believing that transcribing one's source data allows people to be more profound and familiar with the topic (Kong et al., 2016; Majda, 2020; Power et al., 2022). Even though the idea of transcribing one's data is crucial in its own right, other researchers still admit that the data transcription process is a tiresome, lengthy, and challenging process that requires unique expertise, self-restraint, and physical capability (Dinmore & Gao, 2016; Hanke, 2001; Slobin et al., 2001). The latter, however, remains adamant about self-transcribing, stating that there are two key issues that this area is worth understanding, i.e., transcribing as an interpretive process and as a representational process. Understanding that a transcript is a text that "re"-presents an event is central to these conceptualizations.

Impersonation speaking

As for the precedent impersonation discourse, a course called "Impersonation Speaking" was designed by Robert D. Kendall, an Emeritus Professor at St. Cloud University, St. Cloud, Minnesota, in 1984 (Kendall, 2003). He began his concern about public speaking when he perceived the diminishing quality of preaching at churches in his local community. The lack of informal and subjective data became the principal conventional approach to oral communication in public at the time, and Kendall saw that as a degrading effectiveness of what "sermonizing" was supposed to be. However, while the absence of more supportive data in preaching contributed to the relinquishing factor of the preaching approach's downfall, there was another disturbing issue that Kendall found insufficient. That is, the method of the "first person monologue" preaching style was utterly ineffective.

Kendall's Impersonation Speaking aims to imitate a particular biblical or historical character of choice in speech communication style to explore historical discourse, writing, and speaking. Kendall argued that writing and delivering the speech as the character enables students to experience their perception, speech writing, character development, and the style of their public speaking performance. Kendall argued that

writing and delivering the speech as the character enables students to experience their perception, speech writing, character development, and the style of their public speaking performance.

Suprayogi et al. (2021) also studied the impact of impersonation on students' public speaking performance. Their study investigates the effect of three combined techniques: Mind Mapping, Impersonating, and Questioning (Suprayogi et al., 2021; Bashori et al., 2024). The study aimed to give EFL students a broader framework on how a speech can be composed with rich information without fear of random questions from the audience. The students were allowed to decide what topic they wished to talk about by proposing a broad and general idea about it. Suprayofi offered a new approach to letting the students decide whatever topic they preferred, helping them draw new lines from the chosen topic and breaking them down into several sub-topics to ease the process of speechwriting.

Suprayogi et al. (2021) break the barrier of teacher-dependent material selection through their study—guiding the students from the very beginning of the process of speechwriting (Adickalam & Yunus, 2022). Despite the breakthrough, however, the study was conducted virtually due to COVID restrictions, during which instructions switched from conventional classroom meetings to virtual sessions. Unfortunately, this contrasts with the public speaking concept, where speakers and audience are engaged on the same occasion, be it online or offline.

Public speaking

Although many studies have focused on unlocking teachers' potential across public speaking through a handful of techniques, most of the techniques still leave out an essential element. That is the student's independence, which means that a portion of time is allocated to students in which they can semi-autonomously train themselves in the absence of their teachers.

This situation is what the Transcription and Impersonation technique entails because it encourages students' independence during training with minimal assistance from the teacher. The individual process of writing one's speech script (transcription) speeds up the process of speaker-to-manuscript integration. In addition, the ability to self-imitate and adapt the physical delivery from the original speaker (impersonation) showcases the students' self-confidence, all without entirely being dependent on the presence of an instructor.

Based on these two techniques, along with the reviewed literature closely related to the topic, this study's research question is to do with the investigation and assessment of the scale of the Transcription and Impersonation technique's effectiveness in enhancing students' speaking performance.

Methods

This research was a pre-experimental design and was fully quantitative. It involved the type of one-group pre-test and post-test data, which resulted in a single project by comparing each of the participating students' performance results. These were conducted before and after experimenting with the Transcription and Impersonation technique.

The research participants (RP) were ten senior-high-school level students (age 15 to 16) who attended Year 11 at the Pondok Pesantren DDI Mattoanging in the 2022-2023 academic year. Having been attending the Islamic boarding school for five years, these students were selected using a purposive sampling technique due to their maturity and their experience with public speaking appearances. This utmost adequate preference consideration secured the reliability of the research findings.

This research incorporated several instruments to support and reinforce the output of the study. Since the significant course of the study highly outlined the application of transcription and impersonation, an instrument in the form of an audio-visual aid was

set in place. For this purpose, the authors picked a video titled "Revive Your Relation with Allah" from the YouTube channel of the world-renowned cleric Sheikh Dr. Ismail ibn Musa Menk, famously known as Mufti Menk. The video shows a Friday sermon conveyed by Mufti Menk at the Maldives Islamic Center on Friday, October 28th, 2022, during his visit to the country.

Mufti Menk's video was selected as the research instrument because the substantial material in the speech matched the everyday life of a *santri* (Islamic boarding school student). Each *santri* is subjected to fundamental Islamic-related issues, making the video a perfect medium for testing the tenet of this research. The original length of the video was 17 minutes and 49 seconds. However, for the purpose and practicality of this study, it was edited and shortened to six minutes long. The video was trimmed, considering the size of the audience. The general principle is that the larger the size of the audience, the more formal the setting is, and the audience is more likely to expect a formal and more extended type of speech (Bashori et al., 2024). How long a speech will be adequately performed usually depends on its type. An in-depth speech, for instance, has an average length of 15 to 20 minutes, and a presentation type of speech should be at most 10 minutes.

The scoring criteria used to assess the speech performance are made up of the following elements: (1) Introduction, (2) Body, (3) Conclusion, (4) Eye Contact, (5) Language Use, (6) Body Language, (7) Clarity, and (8) Topics. Each of these elements was scored from 1 to 4, with each score point comprising the following criteria: 1=Needs improvement; 2=Satisfactory; 3=Good; and 4=Excellent. To state if a participant has passed the minimum threshold requirement of enhancement, the authors set up a classical achievement standard of a minimum of 3.5 out of 4 on score average (87.5%).

In the pre-test, all participants were asked to perform an English speech of whichever title they chose. Objective marks based on the assessment rubric were used to assess the student's performance. At this point, the authors did not determine the speech title to get an insight into their initial and authentic performance. The pre-test that commenced the study was set apart 30 days with the post-test. The pre-test took place on March 6th, 2023, and the post-test was held on April 6th, 2023, giving the authors a 28-day window for the experiment session. The experiment consisted of two main phases: the transcription and the impersonation.

Transcription phase

Scripting or transcribing is the core stage of this phase. The transcription takes place in this stage—transferring the audio-visual aid data into a text-based document. Many transcript-based researchers indeed suggest following a detailed guide in starting a transcription. However, most of it underlined a transcription for an investigative transcription. The guidelines do not necessarily imply that all transcriptions must follow a specific sequence (Borg & Camilleri, 2017).

The transcribed script was not the core element to be investigated. Instead, it is only used to investigate the byproduct of transcription implementation itself. The participants had access to the data recording and personal computers with Microsoft Word to create a transcription individually. The nature of this process is orthographic, which covers only spoken communications or words uttered by the speaker that were transcribed. A cycle of rewinding and typing was repeated until the monologue was fully transcribed. The six-minute video yielded a three-page-long script. The transcription process also included listening, vernacularization, and text coloring sessions (Hanke, 2001; Nakjai & Katanyukul, 2021; Slobin et al., 2001).

The Impersonation Stage focuses intensely on rewinding the visual recording repeatedly to capture the physical and paralinguistic features that the speaker exhibits. The participants must imitate "the speaker" in the recording as closely as possible, not

only by how he or she talks but also by how he or she decides to say what he or she says. As a starter, gesture identification is necessary. Gestures imply the ingenuity of a speech.

Impersonation phase
In the impersonation phase, participants were trained to replicate precisely how the original speaker delivered the speech. This impersonation process included mimicking the intonation, pitch-controlling, emotional identification, eye contact, and any physical gestures from the speaker (Al Ajmi et al., 2024; Fischer & Hess, 2017; Fuyuno et al., 2018; Xu et al., 2022). This phase was proceeded by a memorization process that lasted for 28 days.
This phase focused intensely on rewinding the visual recording repeatedly to capture the physical and paralinguistic features the speaker exhibited. The participants focused on how the speaker talked and decided to say what he or she intended to say to highlight the speech's ingenuity. Participants also worked on replicating the phonetic cues. They highlighted the character's intonation and the ups and downs of the sound of the character to increase the speakers' credibility in front of the audience.

Post-test design
The performance (post-test) session was organized in a formal-like setting in a concept of English Speech Contest design where groups of students and several teachers attended the event. Again, the performance event was designed to create a sense of formality to simulate an actual speech contest situation and boost their performance to make them more authentic. Three of the school's English teachers, including one of the authors, acted as adjudicators. The audience in the post-test itself was a group of about 60 students.

Data analysis
Data analyses presented in this section were processed using two formulae: paired sample t-test for hypotheses testing and an N-Gain for efficacy rate category.
First of all, to get a definite answer on which hypotheses were in favor of this study, a t-test was implemented. The hypothesis of this study was derived from comparing the means of both pre and post-test by setting up the significant level of 5% and 95% on the confidence level and alpha level (α) of 0,05 on the t-table (one-tailed). The hypotheses of the present study are as follows:

- H_0 = Transcription and impersonation techniques do not enhance students' public speaking performance.
- H_1 = Transcription and impersonation techniques enhance students' public speaking performance.
        To decide which hypotheses defined the study, a designated t-count was performed by comparing the means of both pre and post-test, resulting in a t-value or t-count. The value of the t-count was set side by side with the t-table to see which value was bigger based on the t-test setting established above. To this end, the following principles were referred to:
-T-count > T-table = H_0 is rejected or H_1 is accepted.
-T-count < T-table = H_0 is accepted or H_1 is rejected.
        Testing out the hypotheses began with a calculation using the following equation:

$$\frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{n-1}}}$$

        Where:

t= t coefficient

ΣD= the sum of differences

n = number of participants

Secondly, to statistically test the efficacy of the techniques, the difference scores between the pre-test and the post-test were compared to determine how wide the gap was and what it implied. N-Gain score analysis performed this task. This calculation extended the degree of certitude on transcription and impersonation techniques concerning its contribution to its reinforcement of students' public speaking presentation through mathematical evidence. After the t-test result of the study was obtained, the next step was to determine the rate of effectiveness of both transcription and impersonation before and after it was applied. To achieve this purpose, the following set of categories was established:

Table 1: N-Gain Score Category

N-Gain score	Category
g > 0.7	High
0.3 ≤ g ≤ 0.7	Medium
g < 0.3	Low

Meanwhile, the gain score category distribution on percentage is defined in the table below:

Table 2: N-Gain Score Criteria

Percentage	Criteria
< 40	Not effective
40 – 55	Less effective
56 – 75	Effective enough
> 76	Effective

Pre-test Result

The core intention of the pre-test was to gain the actual and authentic performance of the participants. For this purpose, participants were allowed to present their speech based on their existing knowledge. However, we adhered to the basic principle of public speaking as an assessment tool (Alzubi et al., 2022; Spurr, 1944).

The most notable feature signified in the pre-test was that speech clarity became a major inhibiting factor these participants could not cope with. Four participants failed to fulfill the essential elements of speech clarity. Most participants showed stuttering symptoms to the extent that the message they were trying to convey did not prevail with the listeners. The issue did not just happen to those four participants; the other three scored slightly above the first four participants. This outcome collectively influenced the overall average Clarity score, which only reached 1.9 out of 4, which is the lowest of all elements.

In contrast, such an outcome did not appear to be the same regarding the Introduction. The openings overtook the remaining elements with a solid three on average score. This result is not surprising because the participants were subjected to a regular class called *Da'wah* (Islamic term for preaching) training in their school. This class is a type of class specifically designed to train the students to deliver Islamic sermons. Of all the parts of the preaching frequently rehearsed, none exceeded the level of its

opening. It has been the most perfected and memorized part of the sermon. It is not uncommon to see the same opening repeatedly used by the students. As stated by (Bashori et al., 2024), practicing a speech as if the speaker is delivering it in real time will make an effective speaker.

Ten study participants repeated the same trend, making the Opening session not a problem. Considering the level of frequency that the sermon's introduction influenced in the pre-test, most of the participants should have scored a maximum point. However, interestingly, this did not happen—none of the habits on Openings played a critical role in marking up their score. This outcome proves that frequent rehearsals do not guarantee a good performance. There were plenty of gaps that conventional public speaking training left. For example, giving too much coverage to one point while paying little to no sufficient attention to other elements in public speaking is a mistake. One piece of evidence is that the body of the speech is often presented scantily after being preluded with an impressive introduction.

This result is quite understandably caused by the conventional method of public speaking rehearsal that they had been exposed to, which did not weigh too much on how the English speech was performed; there was a sense of a missing link that was essential to the speech, such as an emotional expression or the feeling of being fully integrated to the speech as if the speaker means every single word that they convey.

Post-test Result

Post-test findings, on the other hand, presented some exciting results. The scores of the participants underwent striking change throughout the participants. Some were significant, and others showed improvement, yet their marks could not leverage their points to the expected level. In the larger framework, no participants experienced the slightest decline; they all improved. That is enough as a starting point to say that Transcription and Impersonation did impact their performance due to the various development rates that all participants exhibited. Translanguaging can motivate students to speak, particularly among those with lower proficiency, and it also facilitates problem analysis and encourages students to pay attention during the explanation process (Rosmayanti et al., 2024).

Results shown in Figure 1 started the critical analysis of the direction in which this technique shone lights. RP-1, RP-2, and RP-5 displayed the highest scores. Hence, these three participants earned first, second, and third place. Although RP-1 and RP-2 earned the same points, improvement-wise, RP-1 recorded a higher increase rate of up to 55% compared to RP-2's 48%. RP-1 started the test scoring 20 points on the pre-test and 31 points on the post-test, while RP-2 started ahead with a score of 21 yet ended up with the same score as RP-1 with 31 points on the post-test, making RP-1 earn a better improvement rate than his counterpart.

This difference originated from the initial differences these two participants had in the first place. Initially, RP-1 was recorded to have the lowest points in terms of Eye Contact and Clarity, with each only earning 1 point. After completing all the tasks during the treatment, RP-1 fixed his problem with Eye Contact and Clarity by scoring a maximum point (4) for each element, creating a remarkable 300% increase each.

The following table sums up the overall test scores from the pre-test and post-test. Every participant's score is set in pairs along with the increase rate percentage they exerted.
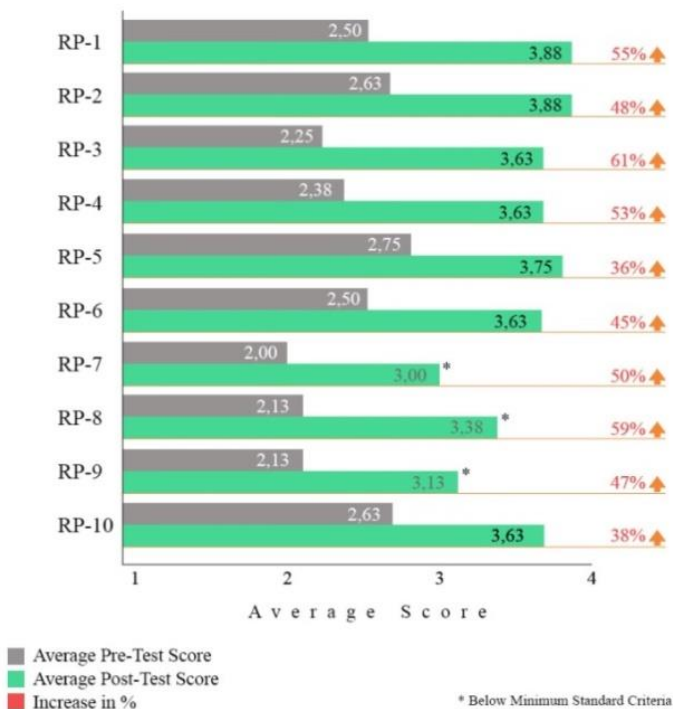
Figure 1: N-Gain Score Criteria

It is notable in the table that the highest-scoring participant reached 3.75 (RP-5), followed by two other participants, with each scoring 3.63. The rate of accomplishment shows a significant spike occurred in almost every participant. RP-3 is shown to have experienced the most drastic transition. RP-3 recorded an average score of 2.25 in the pre-test and the post-test; they earned 3.63 of the average score, accounting for a 61% increase on both occasions and the highest shift among all participants. On the other hand, RP-5 saw the most minor progress from the pre-test to the post-test, with only 36% growth. However, it was enough to put RP-5 among the highest-scoring individuals because they started the pre-test with good performance.

It was evident that most participants surpassed the standard score of 3.5. Figure 1 also reveals that RP-7, RP-8, and RP-9 (30% of the RPs) did not pass the Minimum Standard Criteria, implying that their public speaking performance underwent no significant enhancement in the post-test.

To further emphasize the critical role of transcription and impersonation techniques established in the study, not highlighting the bottom three would not be fair. Figure 1 shows three participants with less progress: RP-8, RP-9, and RP-7. Although their improvement rates were among the highest, they needed to start better, already having fewer points than other participants. Even in the pre-test result, these three participants were already in the bottom three.

The issue with RP-7 was that they had problems with Body Language and Clarity. Their Body Language score only rose one point from 1 in the pre-test to 2 in the post-test –a 100% increase but was not compatible with the rest of the participants, who could go up to 400%. The only remarkable 300% surge RP-7 recorded was their point

in Clarity, in which they collected 1 point in the pre-test to a maximum of 4 points in the post-test.

RP-8 was mainly struggling with the Introduction and Conclusion parts. Their Introduction only rose 100% from 1 point to 2 points, which needed more to leverage a targeted score. Their Conclusion part, on the other hand, had a surprising upgrade. RP-8 successfully overcame this problem with a maximum 400% margin, from 1 to 4 points, on both occasions. Despite the progress that RP-8 achieved, that 400% surge did not happen in other elements. The second highest spike only registered at Clarity, which saw a 200% increase, while the remaining eight elements were either stagnant or only a 100% increase, fundamentally outmatched by other participants. Mathematically, at least three elements must have a 400% increase to reach the minimum score criteria.

As for the RP-9, they stumbled in two elements: Introduction and Body Language. In the pre-test, RP-9 scored 1 point in the Introduction. This outcome is particularly a disadvantage for RP-9 to not fully maximize the effort in the Introduction, given that 50% of the participants already had higher scores in the element during the first attempt. The Introduction part was the most unlikely place to lose points, given the already high intensity it created. If a sample were to lag in the pre-test, it had to be in any other elements where the distribution of the points was more even. Losing points when others secured top spots was too big of a margin to catch. RP-9's situation was not getting better on the second attempt; they missed the opportunity to fix the problem in the Introduction by only securing one point, practically registering a 0% increase when, at the same time, the percentage of participants with higher scores rose from 50% to 60%. This trend could not have been difficult for RP-9. Referring back to the engagement rate during the Impersonation Stage, RP-9 was at the level of 75%.

T-table result

To establish a strong claim supporting the descriptive improvement, a statistical explanation that is specifically designed to focus on the comparative review between before and after the treatment is paramount to dismiss any excess of uncertainty. The paired sample t-test enables numeric data originating from the pre-test to the post-test to be translated into a written conclusion.

The bottom line for this part of the discussion is that, clearly, after two sequences of tests, none of the participants showed any signs of decline. Ten out of ten participants did make progress. To corroborate that tangible result with precise mathematical calculation, data from the following tabulation were inserted in the t-table formula and further calculated.

Table 3: T-table Result Tabulation

Participants	Pre-Test (X_1)	Post-Test (X_2)	D ($X_1 - X_2$)	D^2
RP-1	20	31	-11	121
RP-2	21	31	-10	100
RP-3	18	29	-11	121
RP-4	19	29	-10	100
RP-5	22	30	-8	64
RP-6	20	29	-9	81
RP-7	16	24	-8	64
RP-8	17	27	-10	100
RP-9	17	25	-8	64
RP-10	21	29	-8	64
Σ	191	284	-93	879

On the one hand, after inserting the data from the table above into the t-test formula, it was obtained that the final answer of the value of the t-count was -23.5. This result sparked a mathematical statement defining that the value of the t-count was negative (-23.5) because the average score of the pre-test was lower than that of the post-test. The default rule dictates that a negative value means a positive value. Hence, minus 23.5 represented a positive 23.5.

On the other hand, the obtained t-count value was set side by side with the t-table value to test which number was bigger/smaller than the other. With a one-tailed projection and an alpha level set up at 0.05 and degree of freedom at 9, both axes crossed at the level 1.833, as the following figure illustrates:

Figure 2. T-table implication

The following statement was revealed based on the obtained t-table value above; the t-count (23.5) had a more significant value than the t-table (1.833). Therefore, it was explicitly suggested that H₀ was rejected and H₁ was accepted, or to put it simply, it has been definite that transcription and impersonation techniques enhance the students' public speaking performance.

N-Gain Score Result
While the t-test covers the correlation between the treatment and the subject, the Normalized Gain Score analyzes the rate of treatment's effectiveness by comparing the pre-test and post-test scores concerning the ideal score. In so doing, a string of conclusions can be drawn based on the level of effectiveness the N-Gain score administered.

Participants	Post-Test	Pre-Test	Post-Test - Pre-Test	Ideal Score (4 - Pre.)	Gain Score	Gain Score (%)
RP-1	3,88	2,50	1,38	1,5	0,92	92,00
RP-2	3,88	2,63	1,25	1,37	0,91	91,24
RP-3	3,63	2,25	1,38	1,75	0,79	78,86
RP-4	3,63	2,38	1,25	1,62	0,77	77,16
RP-5	3,75	2,75	1	1,25	0,80	80,00
RP-6	3,63	2,50	1,13	1,5	0,75	75,33
RP-7	3,00	2,00	1	2	0,50	50,00
RP-8	3,38	2,13	1,25	1,87	0,67	66,84
RP-9	3,13	2,13	1	1,87	0,53	53,48
RP-10	3,63	2,63	1	1,37	0,73	72,99
Mean	3,554	2,39	1,164	1,61	**0,74**	**73,79**

Figure 4: N-Gain Score Tabulation Result

The mean score difference between the pre-test and post-test shows that the N-Gain result rested at 0.74. This result indicates that the average score tendency towards the ideal score was medium. In percentage, the result sat at 73.79%, implying that the effectiveness criteria of the treatment were described as "Effective" enough. The following tables provide the culmination of the N-Gain score of the study.

Table 4: N-Gain Score-Category Result

N-Gain score	Category
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

Table 5: N-Gain Score Criteria Result

Percentage	Criteria
< 40	Not effective
$40 - 55$	Less effective
$56 - 75$	Effective enough
> 76	Effective

Based on this finding, it is unequivocally concluded that Transcription and Impersonation Technique effectively enhances students' public speaking performance.

Conclusion
The concept of transcription and impersonation techniques was assured to be within the tenet of testability. We began the testability procedure of the method by devising hypotheses as its bedrock. As explained above, observing the facts on the ground

initiated these hypotheses as a part of scientific investigation. With a carefully crafted sequence of activities, results primarily supported by statistical evidence presented in this study were in favor of the hypothesis that supported these techniques, indicating that the use of transcription and impersonation is indeed proven to be effective enough to amplify students' public speaking performance by average 49.2%.

Now that this research has empirically confirmed the effectiveness of transcription and impersonation techniques on public speaking enhancement, In the future, this method is expected to open more room for continuous improvement or modification as more information is gathered so that the accuracy level becomes more distinguished over time. With the advent of technologies, we should incorporate both techniques into a more comprehensive approach that helps investigate this phenomenon and its potential relation to other, more significant phenomena. Further scientific knowledge can be gathered to implement the joint approach for diverse practical use with more comprehensive guidelines.

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