

**VOCATIONAL WEBINARS AS LEARNING MEDIA PUBLIC SPEAKING SKILLS
(EXPERIMENTAL STUDY ON STUDENTS OF INDONESIAN LANGUAGE AND
LITERATURE EDUCATION STUDY PROGRAM
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ABSTRACT

Driven by the various needs in innovative, dynamic and collaborative learning, in line with the development of science and technology, as well as various conditions due to the covid 19 pandemic, it is necessary to carry out lectures in a variety of ways by utilizing various technology-based learning media applications. The mode of learning has also changed, from the usual face-to-face meetings, with the existing conditions, it requires educators to be able to teach indirectly as well. This means that educators must master various learning media applications that can be used online. This demand directs educators to be able to teach in both ways. Carry out teaching in hybrid learning. For this reason, to meet the demands above, and against the backdrop of the difficulty of students speaking in public, research was conducted to fulfill both. Likewise in learning Public Speaking which is a variable in this study. There were various difficulties found in students in the practice of public speaking. Several contributing factors such as feeling unprepared, not daring, full of worry, indecision, not understanding the topic, feeling afraid/stage fright, not confident, not knowing how to convey it, and various other problems. This condition is a common condition that is often faced by students in Public Speaking lectures, especially by novice speakers. Therefore, it is necessary to look for solutions to these problems. Moving on from these two conditions, the author tries to carry out this Public Speaking lecture based on an awareness seminar. This Leadership Seminar is trained through practical in class and practice outside the classroom. It is carried out using two modes, namely offline and online. This condition is also the background to the need for students to master various online learning media applications. This research was carried out using the Experimental Research Method on students of the Indonesian Language and Literature Education Study Program. The problems studied are formulated in three ways, namely how to prepare for public speaking lectures through the practice of personality seminars? How is the implementation of public speaking lectures through the practice of personality seminars? and How are the results of public speaking lectures through the practice of personality seminars? The techniques used in this study are test techniques and questionnaire technique. Through this webinar practice, students are trained to prepare themselves and are required to be willing and able to speak in public. The practice of coaching seminars in this research is carried out offline in the classroom and online outside the classroom.

Keywords: Vocational Webinars, Learning Media, Public Speaking, hybrid learning.

INTRODUCTION

Innovative, creative and collaborative learning is a requirement. One thing that must be developed and continue to be created all the time so that learning is more enjoyable. For this reason, high critical power is needed not only for students as learners, but also for teachers and educators. The description that will be presented in this paper relates to the author's research regarding the use of web-based learning media used in Public Speaking lectures for students of the Indonesian Language and Literature Education Study Program FKIP Suryakancana University.

The large number of students who are still worried and reluctant to speak in public, coupled with the limited face-to-face meetings, makes students find it increasingly difficult and afraid to convey something in front of a crowd. While in this lecture, students are not only required to have the courage to speak in public, but students are also required to have the ability to plan, choose, and determine various methods, techniques, or material that will be the topic of discussion. For this reason, personality webinars were chosen as a way that can be used as a medium for practicing students in developing their public speaking skills.

The webinar in Public Speaking lectures is used as a method as well as a medium for training students in public speaking. Learning through this webinar, the authors developed from a Computer-Based Learning Model (Rusman, 2012: 285). According to him, computers in learning can be used in two types of applications. First, the application of computers as CAI (Computer Assisted Instruction)/computer-assisted learning. So the computer in CAI functions as software that assists teachers in the learning process, such as multi-media, aids in presentations or demonstrations; and second, the application of computers as CBI (Computer Based Instruction)/computer-based learning. So the computer in this CBI has a wider function. Besides functioning as a CAI, the computer in CBI functions as an individual learning system. Students interact directly with computer-based interactive media. While the teacher is a learning programmer (Rusman, 2012: 287). In this paper, the author uses the computer in this course as a tool in the learning process.

The problems formulated look more at the side of the learning process and learning outcomes that are carried out by utilizing zoom media through webinar activities (web-based seminars). Three things that are the object of this research are related to the preparation, implementation, and results of implementing webinars in training students' public speaking skills. In the preparation process, teamwork is needed to be able to collaborate in preparing an event, which has a broader/more national target. Students are trained not only to be able but also willing and willing to speak in public. As with previous research conducted by Nara Wiratama who suggested that "teachers need to re-learn to process words creatively" (Education et al., 2021). Students of the Indonesian Language and Literature Education Study Program are prospective teachers. Therefore the ability to speak in public is certainly a necessity. In addition, in other research it was stated that "the reality of the public speaking ability of Indonesian Language and Literature Education Study Program students is still very low. The average active student is 24.60% and 75.40% inactive (Tarsinuh & Juidah, 2021).

METHOD

This research was carried out using experimental research methods by paying attention to the relationship of one event to another (Arikunto, 2003: 503). Conducted in Public Speaking lectures. The trials carried out in Public Speaking lectures/learning are webinar practices. In addition to webinar practice, students also do hands-on practice on each of the topics that have been determined. Hands-on practice in this class is the practice of mastering the material and practicing public speaking. That is, each topic of study becomes an individual presentation topic in class. While webinar practice is the practice of public speaking in seminar activities via the web.

In webinar practice, students build creativity, critical, collaborative, and innovative thinking to package seminar activities through the webinar. The techniques used to collect research data are test techniques and questionnaires. The instruments used for this study were test sheets and questionnaire sheets. Tests are used to measure students' ability to speak in public, questionnaires are used to obtain responses or responses from students regarding student activities in carrying out a series of webinar activities, both during preparation, implementation, and after the seminar. The students who were sampled in this study were students who were attending Public Speaking lectures.

DISCUSSION

It cannot be denied, today the development of science and technology is very rapid. This also encourages changes in communication patterns between people. Communication is very easy, not only limited to the local, regional, but also much wider at the national level and even internationally. Of course, this can be done easily, apart from technological support, there is also a need for the ability of the communicators themselves to be willing and able to communicate more broadly. There are many media and technology applications that can be used for this. One of the applications as a communication medium is Zoom or GMeet. Communication can be done anywhere by utilizing these media and applications.

One technology that is very close to everyday life is gadgets. Through gadgets we can do whatever we want, for example communicating, studying, shopping, and so on. But on the other hand, this condition makes one's communication and interaction with the real world around him less. So, it seems that someone is closer to their device, compared to the people around them. As if talking to himself, smiling to himself, laughing to himself, there is almost no communication and interaction with those around him. This condition is of course not expected. Because of the frequent and strong communication and interaction with the virtual world, it is often seen that it is difficult for someone to interact and communicate in the real world.

This condition also occurs in the Public Speaking lecture class. Not a few students have difficulty speaking when asked to convey or discuss a topic in front of the class. Ada looked doubtful and insecure. It's also difficult to focus on capturing a topic of discussion. Of course,

this condition is not expected. As the research that has been done by Rahmadani, et al who suggested from the results of his research that "students should continue to try to increase self-confidence, because self-confidence will later affect students' abilities in the world of work, especially in public speaking skills; Lecturers are expected when lectures do not only pay attention to the cognitive domain of students, lecturers must pay attention to the psychology and mentality of students who may influence their attitudes while in class, so that there is no longer the assumption that students who are less active when appearing in front of the class are students who are less intelligent. (Dwi Nur Rahmadani et al., 2021). As other studies also state that "Various levels of education affect the level of competence of participants. Participants from the junior high school level seemed much quieter than participants who had stepped up to the high school/vocational school and tertiary levels. This is because their comprehension power and level of logical quality are different." (Nugrahani & Kustantinah, n.d.). For this reason, through this webinar, it is hoped that it can be used as a medium to train and improve student abilities in interacting and communicating with others, by utilizing their abilities and closeness to the existing world of technology.

Learning Public Speaking with the use of web media aims to arouse the willingness and ability of students to practice communication skills in public. Apart from referring to web-based learning theory, the model that is also used as a reference in this study is the theory of the Cooperative Integrated Reading and Composition (CIRC) model (Stevens in Huda, 2014: 221). Huda (2014: 221) calls it the CIRC method. This method is called an integrated learning method. He also explained that there are several advantages of this CIRC model, namely:

- 1) Student learning experiences and activities will always be relevant to the child's developmental level;
- 2) Activities selected according to the interests and needs of students;
- 3) All learning activities are more meaningful for students, so that student learning outcomes will last longer;
- 4) Integrated learning can develop students' thinking skills;
- 5) Integrated learning presents activities that are pragmatic in accordance with problems that are often encountered in the student's environment;
- 6) Integrated learning can foster learning motivation towards learning that is dynamic, optimal and effective;
- 7) Integrated learning can develop social interactions such as cooperation, tolerance, communication and respect for other people's ideas;
- 8) Generating learning motivation and broadening the insights and aspirations of teachers in teaching (Huda, 2014: 221)

Preparation for Webinar Implementation

This preparation includes lecturer preparation and student preparation. The preparations made by researchers as lecturers are related to the preparation of the necessary learning tools, such as lesson plans, preparation of teaching materials, preparation of tests with scoring rubrics, preparation of questionnaires, and others. For conducting a webinar, preparation begins when a number of lecture materials have been delivered. Theoretically, students have conducted studies together with lecturers. The study was carried out in order to deepen and add scientific insight

related to Public Speaking. Students together with supporting lecturers explore material by referring to various theories from various sources according to the topics specified in the Semester Learning Plan. The study is carried out until the Mid Semester Examination period.

After the Mid Semester Exams, students guided by supporting lecturers are directed to collaborate starting with preparing to form a team to plan various things needed for the implementation of the webinar. Sharing tasks to determine the committee. Describe the main tasks and functions of each. Doing tasks according to the main function. Discuss all preparations with the supporting lecturer. Contact third parties involved and involved in webinar activities. Prepare administrative needs for conducting webinars, such as correspondence, making flyers, creating the necessary activity links, and other technical administrative matters. Furthermore, students also disseminate information on activities, prepare material to be presented, and conduct initial webinar training and preparation for preparing other reports. Everything certainly requires thought, effort, and time. For this reason, for everything to be effective, students are required to be more skilled in communicating. The ability to communicate is the basis for training students' Public Speaking skills. So, before being skilled outside, students have been trained to be skilled at internal communication. Fellow friends in class, and also with supporting lecturers as well as with friends and other lecturers.

For this reason, during this preparation students are led, trained, and directed not only to be able to theorize, but also to be able to practice it according to existing needs. During the preparation for this webinar, students of the Indonesian Language and Literature Education Study Program were trained to have the courage to express opinions regarding various plans that needed to be prepared for the webinar. Students are also encouraged to practice working with teams so they can collaborate with one another. Students are also required to think critically and be able to be creative so that the implementation of the webinar is as expected.

Implementation of Webinar

The webinar is carried out according to the agenda determined by the lecturer and students. Students carry out their duties in accordance with the main tasks assigned to each of them. Students practice to have the courage to speak in public even through face-to-face (online)/indirectly in front of their respective cameras. Some served as event guides/MCs, some served as resource persons, some served as moderators, some served as note takers, some served as technical organizers of other events.

This webinar activity is the highlight of this Public Speaking lecture. Because it is the peak activity, of course there are many preparations that have been made beforehand by the students. In this peak activity, students took advantage of the web through the zoom application. As stated in the preparation earlier, that the students prepared much more and communicated intensively with their classmates in preparing and finalizing the event. They all gathered in the same place. Discuss technical matters required. The discussion they carry out in each of these meetings is an integral part of the Public Speaking lecture assessment.

The objectives of the technical discussion in each meeting before the webinar take place are short-term goals and long-term goals. The short term goal is to finalize the webinar, while the

long term goal is to improve students' public speaking skills. At the peak of this lecture, namely with the webinar activity, students are placed in a place that allows students to work together with one another, so they can share and pay attention to each other in its implementation. In addition, so that the students can help each other if there are problems during the presentation.

Even though they were busy with various technicalities, they seemed to be trying in earnest. Trying to prepare everything better. What are the test results and their responses to this activity? The answers will be presented in the results section of the webinar implementation. During the webinar implementation, students will be seen from various aspects, components, and assessment indicators. The test results and their responses regarding webinar activities in training their abilities can be seen in the following discussion.

Results of Webinar Implementation

Student activities in carrying out webinars starting with preparation are an integral part of this learning assessment. The process starts with students planning this activity. Lecturers direct students according to the expected learning outcomes. Readiness to share and collaborate, planning webinar activities requires student courage to convey ideas and take the initiative to provide thoughts through the communication that is carried out. As stated by Brown (2007: 245) that "communication is not just an event/something that happens: communication is functional, purposeful, and designed to bring effect-a change ...". In order to measure their ability to speak in public, the researcher observed them in two aspects, namely the appearance aspect and the language aspect. The appearance aspect is an external aspect that can be seen from the Voice component (voice/vocals), and the Visual component (appearance/body language). While the language aspect is an aspect of content that can be seen from the verbal component (sentences/words). These two aspects, namely the appearance aspect and the language aspect, with the three existing components, namely the Voice, Visual, and Verbal components are the main aspects in the assessment of this Public Speaking ability. It is also the components in the assessment of communication skills.

The following describes each aspect that the researcher uses as the components and indicators of this Public Speaking assessment with the necessary assessment modifications (Nurgiyantoro, 1995: 285). Each indicator is given a weighting with a scale of 1-4.

NO.	Aspect	Component	Indicator
01.	Exterior/Appearance	a. Voice/Suara	Wajar/ <i>naturalness</i>
			Meyakinkan/ <i>believability</i>
			Dapat menyesuaikan diri/ <i>adaptability</i>
		b. Visual/penampilan/ Bahasa tubuh	How to dress
			Eye contact
			Facial Expression
02.	In Language	a. Verbs/sentences/words	Gestures/body movements
			Pressure
			Grammar
			Vocabulary

			Smoothness
			understanding

For each of the existing indicators, the researcher measures it using a scale of four with the following parameters:

Score 4, if all parts of the observed indicators are conveyed correctly/correctly.

Score 3, if one to two parts of the observed indicators are found to be inappropriate/incompatible with the indicators.

Score 2, if three to four parts of the observed indicators are found to be inappropriate/incompatible with the indicators.

Score 1, if five or more parts of the observed indicators are found to be inappropriate/incompatible with the indicators.

In addition to test results, data were also sought from students' understanding of public speaking, and with.

Then an assessment is carried out and then converted in the range of A-E value categories. (A=Very Good, B=Good, C=Enough, D=Less, E=Very Less) (Zainul, 1993: 146).

Based on the results of the tests that have been carried out on students regarding personality webinars as learning media to train public speaking skills, data is obtained that 45% of the student test results obtained fall into the very good category (A). Meanwhile, 50% of students got good category test results (B), and a number of 5% of students had very poor test results (E). In fact, this very poor category was obtained by students who did not attend lectures on a daily basis. Therefore, it has an impact on the difficulties involved in training himself to be able to speak in public.

While the responses or student responses that the author collected from the results of the questionnaire given to them are as follows.

No.	Statement	strongly agree	agree	don't agree	totally disagree
1.	Webinars are very useful in Public Speaking lectures				
2.	Webinars are not useful in Public Speaking lectures				
3.	The Public Speaking webinar made me more innovative				
4.	The Public Speaking webinar makes me monotonous.				
5.	The Public Speaking webinar makes me more dynamic.				
6.	Public Speaking webinars are boring				
7.	The Public Speaking webinar makes me more collaborative.				
8.	The Public Speaking webinar				

	isolated me from friends				
9.	The Public Speaking webinar trains and increases my confidence.				
10.	The Public Speaking webinar made me feel inferior.				
11.	Public Speaking Webinar trains and improves my speaking skills				
12.	The Public Speaking webinar made me reluctant to speak.				
13.	The Public Speaking webinar troubled me.				
14.	The Public Speaking webinar adds to the communication network.				
15.	The Public Speaking webinar made me worry about communicating.				
16.	The Public Speaking webinar brought me closer to my class mates.				
17.	The Public Speaking webinar taught me to work in a team.				
18.	The Public Speaking webinar makes me more responsive to the world around me.				
19.	The Public Speaking webinar tires me				
20.	Public Speaking webinars are very fun.				

From a number of questions asked to students, their responses were 60% (Strongly Agree) that webinars were very useful in Public Speaking lectures, and those who stated 'Agreed' 40%. Apart from that, according to 60% of the students who responded to the webinar, it was said that the Public Speaking webinar made him more innovative. Another response, 100% of students stated that the Public Speaking webinar made them more dynamic. For collaboration power, 80% agreed that the webinar made it more collaborative, even 20% stated Strongly Agree.

In relation to increasing self-confidence, 100% of students said that the Public Speaking webinar trained and increased their self-confidence. On the other hand, 80% agree saying that Public Speaking webinars train and improve their speaking skills, even 20% say they strongly agree. 100% also stated that the Public Speaking webinar added 100 communication networks, taught team work, and made them more responsive to the world around them. 100% also said that the Public Speaking webinar was very enjoyable.

CONCLUSIONS

In accordance with the variables studied, this research starts with preparation. Preparation is made not only by the lecturers in charge of the course, but also by the students, since students receive the Semester Learning Plan. Theoretical studies regarding the topic of discussion are discussed with lecturers and other students. After UTS, students prepare more intensively to discuss various matters needed for conducting a webinar by utilizing zoom media through webinar activities (web-based seminars). The webinar is carried out after all students have prepared various things needed and assigned to each student. Towards the implementation of the webinar, student activities in preparing themselves and the team are also an important part of this webinar activity. The results of implementing the webinar in training students' public speaking skills were obtained from the results of the test and their responses to the webinar activities. Based on the results of tests that have been carried out on students regarding personality webinars as learning media to practice public speaking skills, data is obtained that 95% of students can speak in public. From the test results, 45% of the student test results were in the very good category (A). Meanwhile, 50% of students get good category test results (B).

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