



Development of Public Speaking Ability Module for Junior High School Students

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Abstract. Communication skills are the main skills that must be possessed to be able to build good relationships for everyone. Students also need good communication skills such as public speaking which can support academic and non-academic achievements, hence there is a need for appropriate guidelines for students. The study aimed to develop appropriate public speaking modules for students at junior high school 2 Mlati and tested the effectiveness of the module. The type of research was research and development by utilizing a 4D development model (Define, Design, Develop, and Disseminate). The research sample was determined by purposive sampling technique; therefore, there were 10 s-grade students with inadequate public speaking ability criteria participated. The data were analyzed using the calculation of the percentage of scores from expert and student assessments as well as comparisons of pre-test and post-test. The results showed that the public speaking module was very feasible in terms of material and design. This was indicated by the score obtained from the expert judgement of 76.25. In terms of effectiveness, this module was considered quite effective in helping students improve their public speaking skills from a pre-test score of 41 to 62 in the post-test with a Gain Score in the medium category. Therefore, it can be concluded that the public speaking module is effective enough to help improve students' public speaking skills.

Keywords: Development · Module · Public Speaking · Students

1 Introduction

Communication is a skill that must be developed and trained as often as possible. Communication skills are the main skills that must be possessed to be able to build good relationships, both in schools, businesses, universities, offices, and other social worlds anywhere. Communication experts have given various descriptions of the definition of communication. Wenburg and Wilmot as well as Sereno and Bodaken explain at least 3 (three) frameworks of understanding communication, namely communication as a one-way action, communication as interaction, and communication as transaction [1]. Effective communication can be characterized by the meaning to be conveyed is accepted by the communicant the same as the message conveyed by the speaker/communicator.

Communication activities can be divided into two, namely formal communication and non-formal communication. Formal communication is communication which conveys information in official forums, with the theme of conversation, using formal clothes, with speaking manners. Formal communication usually occurs in the world of education and work that demands professional aspects. Meanwhile, non-formal communication can be interpreted as the delivery of information informally. One of the activities of formal communication is learning activities in educational institutions such as schools or universities. There are many activities that occur so that an interaction is formed in which the exchange of information occurs, one of which is public speaking activities.

Public speaking as rhetoric, the art of speaking effectively, has existed since the dawn of human civilization. Although we cannot say the exact year, some findings from ancient civilizations show the existence of public speaking in their society. William Hallo (A Professor of Assyriology and Babylonian Literature and curator of Babylonian collections at Yale University) traces that rhetoric was recorded in Ancient Mesopotamia (which is now the location of the state of Iraq) around 2285 BC (BC), evidenced by documentation of stories about kings and priests carved in stone. Other evidence of the existence of rhetoric can also be seen in the remains of Ancient Egypt, around 2080 BC, in the form of writings on the rules of rhetoric [2].

In various activities, the ability to speak is needed. This is because in almost every learning activity, this ability is needed, especially in the world of education. To be able to speak or become a public speaker is not as easy as we imagine, this is often found in education, there are still students who are weak in public speaking skills. One of the reasons is that students have never received learning or knowledge about it. But this ability can be possessed by someone by practicing continuously in every activity.

Previous research conducted by Sanjaya and Inawati [4], with the research title Development of Teaching Materials for Speaking Skills Development Courses. This study aims to develop a product of teaching materials in the form of a textbook, namely aspects of speaking skills which include discussion, debate, presenters, speeches, language instructors, and seminars with the title Development of Speaking Skills. The method used is Research and development (R&D) with the Jolly and Bolitho development model. The sample used was 32 PBSI Semester II students. Based on the results of research conducted, student learning outcomes have increased after using the results of the development of teaching materials. The average score before using teaching materials only reached 56.9, while after using teaching materials it reached 67.3.

2 Method

The research method in this study is research and development (R&D) with a 4D development model (Define, Design, Develop, and Disseminate). According to Tiranto [5] this development was pioneered by Thiagarajan, Semmel, and Semmel which consists of 4 (four) stages of development, namely Define, Design, Develop, and Disseminate (4D). Define is to define and define service terms which include service objectives, service materials and then it will also be observed whether the service process in the class is in accordance with the objectives of achievement and implementation in class. Next is design, the purpose of this stage is to design teaching materials/modules that are suitable for use in learning. Continued at the develop stage, the goal at this stage is to test

the validity, effectiveness, and practicality of the designed module. Finally, disseminate aims to introduce the modules that have been developed. Product introduction is done by way of socialization in different classes.

The subjects tested were 10 students of Junior High School 2 Mlati, Yogyakarta who were selected based on the problem of having low public speaking skills based on the results of the initial assessment. The subject was taken using a purposive sampling technique where there were 22 students who had low public speaking skills, then 10 students were taken as research subjects based on considerations of the dynamics and effectiveness of group guidance. According to Prayitno [3] in order for group dynamics that take place in groups to run effectively and benefit the development of group members, the number of members of a group should not be too large, around 10 people, or at most 15 people.

3 Finding and Discussion

3.1 Define Stage

Preliminary research results are obtained from the define stage (find). What is meant by finding is finding and finding problems or problems that occur in schools, both experienced by students and teachers. After finding the problem, the next step is to find a solution to the problem experienced.

The results of the research and preliminary research on students of Junior High School 2 Mlati on January 20, 2020 found problems related to public speaking skills. Public speaking skills problems experienced by students such as: Lack of students' ability to express opinions in front of the class, there are students who are passive/silent in group discussions, lack of variety of guidance and counseling teachers in providing services to students, and guidance and counseling teachers have not had a module on public speaking skills. This is based on an initial assessment conducted on 120 students of class VIII, there are still as many as 22 students who have low public speaking skills.

Guidance and Counseling Teachers have tried to help students in public speaking skills through information services with lecture and discussion techniques. However, this is considered not optimal because Guidance and Counseling teachers feel that there is no specific guide that can be used to improve/develop students' public speaking skills. So, it is felt necessary to create a media that can help overcome the problems experienced. With the media module, students can practice on their own to develop public speaking skills without being bound by space and time at school. The task of the Guidance and Counseling teacher is to accompany and monitor students in using the available media modules.

Based on the results of interviews and needs assessment, it can be concluded that students need assistance in improving their public speaking skills, so there is a need for developing a media in the form of a module. The public speaking skill module is a tool that can help students improve their public speaking skills.

3.2 Design Stage

At this stage the researcher designs or designs the module and the title of the public speaking ability module in such a way. The cover is designed in such a way as to attract students’ interest to read and use it. The public speaking ability module measures 14.8 x 21 cm or A5 with the title “Public Speaking Ability Module for Junior High School Students”.

The module is in the form of a physical book with an attractive design that is adapted to the age of the students. The module is designed in blue combined with yellow and black. The choice of blue as the main color with the aim of adjusting to the junior high school uniform and is the color of the logo and alma mater of Universitas Negeri Yogyakarta where the researcher is studying as a Postgraduate student.

3.3 Development Stage

At this stage, the researcher collaborates with material experts and media experts to assess the feasibility of the product or module on public speaking skills. The assessment is carried out from the content of the module, namely the feasibility of the module material and media, namely the display of the module in the form of a hardcopy of the module. The researcher also conducted an instrument test with expert lecturers in the field of public speaking skills (Table 1).

Of the 20 questionnaire items assessed by the validator, the final score was 76.25. Then it is interpreted using the product eligibility criteria table and is included in the vulnerable score of 76 - 100 very feasible category. Based on this interpretation, it can be concluded that the material for the public speaking ability module for junior high school students is very feasible to use in terms of the usefulness standard (acquisition score 80), feasibility standard (acquisition score 75), property standard (acquisition score 75), and accuracy standard (acquisition score 75) (Table 2).

Based on the assessment of media experts, the final score is 100 and includes a vulnerable score of 76–100, the category is very feasible in terms of usability aspects (100), feasibility aspects (100), accuracy aspects (100), and propriety aspects (100) (Table 3).

Table 1. Guidelines for Product Feasibility Categorization.

No	Score Range	Category
1	76–100	Very Worthy
2	51–75	Worthy
3	26–50	Decent enough
4	< 26	Less worthy

Table 2. Material Validation Results

Research variable	Indicator	Descriptor	Items
Public Speaking Skills Module	1. Usablity standard	1.1 Does the material presented in the media have a useful value for students?	1
		1.2 Do students have new knowledge after reading the material?	2
		1.3 Do students have new skills after studying the material presented in the media?	3
		1.4 Is the material presented not excessive?	4
		1.5 Does the material in the media not mislead students' knowledge?	5
	2. Eligibility standard	2.1 Does the material presented stimulate students' attention?	6
		2.2 Does the material presented stimulate students' interest in learning?	7
		2.3 Does the material presented do not contain hate speech?	8
		2.4 Does the material presented does not contain elements of SARA?	9
		2.5 Does the material upload students to read?	10
	3. Property standard	3.1 Is the material easy to understand?	11
		3.2 Is the material easy to learn?	12
		3.3 Is the choice of words very appropriate for students?	13
		3.4 Does the material represent all the career information that will be conveyed?	14
		3.5 Does the material motivate students to learn?	15

(continued)

Table 2. *(continued)*

Research variable	Indicator	Descriptor	Items
	4. Accuracy standard	4.1 Is the material in accordance with learning needs?	16
		4.2 Is the material in accordance with the learning activity plan?	17
		4.3 Is the material in accordance with the learning activity program?	18
		4.4 Is the material in accordance with the learning objectives?	19
		4.5 Is the material in accordance with the characteristics of students?	20
	TOTAL		20

Table 3. Media Validation Result

Research variable	Assessment Aspect	Descriptor	Items
Public Speaking Skills Module	1. Usability Aspect	1.1 Instructions for using the module are clearly stated	1
		1.2 The observed criteria are clearly stated.	2
		1.3 Module material can hone students' public speaking skills.	3
	2. Eligibility Aspect	2.1 The observed residual activity categories are clearly stated.	4
		2.2 The observed categories of student activities are included in full.	5
		2.3 The module material is easy for students to understand.	6

(continued)

Table 3. *(continued)*

Research variable	Assessment Aspect	Descriptor	Items
	3. Aspects of Accuracy	3.1 Using language that is in accordance with the rules of Indonesian.	7
		3.2 Use communicative statement sentences.	8
		3.3 Use simple and easy to understand language.	9
		3.4 The module material attracts students' interest.	10
	4. Proper Aspect	4.1 The module material is in accordance with the learning needs of students.	11
		4.2 Module material according to the characteristics of students.	12
		4.3 The module material is in accordance with the learning objectives of the students.	13

The field trial was limited to 8 students of Junior High School 2 Mlati. The researcher and the students carry out group guidance activities and discuss the material contained in the module. Implementation of field trials in the classrooms of Junior High School 2 Mlati for 2 X 45 min. Then students were asked to fill out student response questionnaires regarding learning activities. The following is the data obtained from the questionnaire. The average result of the assessment of 8 students on the public speaking ability module from the learning aspect is 92.63 (very feasible category), display is 92.38 (very feasible category), and benefits of 90.00 (very feasible category). So that it can be concluded that the public speaking ability module is very suitable to be used to assist students in improving their public speaking skills (Table 4).

3.4 Disseminate Stage

At this stage the researchers distributed the module to students and teachers of guidance and counseling. The researcher also conducted socialization about the benefits, uses, and gave a general description of the use of the module.

The test of the effectiveness of the public speaking ability module for junior high school students was carried out in 5 sessions, both online through WhatsApp groups and face-to-face. The first session was conducted online pre-test by distributing questionnaires via WhatsApp group to students. The questionnaire is loaded with Google Form format. Questionnaires were distributed in four class VIII simultaneously. From the questionnaire obtained as many as 22 students who are low in public speaking skills. Then

Table 4. Student Assessment Results on the Module

Respondent	Value Per Aspect			Total Value
	Learning	Appearance	Benefit	
1	100	100	94	99
2	98	100	100	99
3	100	97	81	96
4	100	100	100	100
5	75	81	75	77
6	83	78	88	82
7	85	83	88	85
8	100	100	94	99
Average	92.63	92.38	90.00	92.13

purposive sampling was conducted and 10 students were selected as research samples and each class was represented.

In the second session, the researcher gave a module on public speaking skills. In this second session the researcher invited students in group guidance to discuss material one “Listening Carefully” with an allocation of 1 x 40 min. The researcher explained the material to the students, which was followed by listening to the video, the link was provided in the module and then the students filled out the available worksheets. Then the researcher and the students discussed together about the worksheet and the researcher gave an affirmation about the material.

The third session discussed the second material “Paying attention to the Means of Sending Messages” and the third material “Using the Right Communication Style” with a time of 2 x 40 min. In the third session, students were divided into five groups and discussed the two materials and then presented the contents of the material in front of their friends. The researcher acts as a mediator for students and reinforces the material that has been delivered by students. When finished, students work on worksheet two and worksheet three.

Furthermore, the fourth session discussed the fourth material “Expressing Opinions at the Right Time” and discussed the fifth material “Appreciating the Interlocutor”. The time used in this fourth session is 2 x 40 min. Students are divided into several groups and discuss the material. When finished, students practice directly on the two materials by filling out worksheet four and worksheet five.

Then the fifth session was held online, namely the post-test by distributing questionnaires to students with a time of 1 x 40 min. Of the 10 students who took part in the pre-test session, it was known that the average score was in the low category so that it was included as one of the criteria in the study. Then after being given treatment by giving a public speaking ability module, the post-test was then carried out.

The results of the post-test showed that 10 students experienced an increase in their public speaking skills, of which 9 students were in the medium category and 1 student was in the high category in public speaking skills. The following table shows the scores for the pre-test and post-test that have been carried out (Table 5).

The next step is to calculate the gain score to see the effectiveness of the module. From the gain score calculation that is done manually above, it can be obtained that the gain score value is 0.55 and then interpreted using the module effectiveness criteria table including the value of $0.30 < g < 0.70$ medium category. The results obtained were influenced by the average pre-test score of 41 and the average post-test score of 62. The increase that occurred after testing the effectiveness of the module on students was obtained by 21 scores difference between the post-test and pre-test. So, it can be concluded that the module is quite effective in helping students of Junior High School 2 Mlati in public speaking (Table 6).

Table 5. Pretest and posttest results

Respondent	Pretest		Posttest	
	Mark	Category	Mark	Category
1	44	Low	64	Currently
2	44	Low	60	Currently
3	45	Low	75	High
4	33	Low	60	Currently
5	49	Low	52	Currently
6	46	Low	69	Currently
7	41	Low	53	Currently
8	39	Low	73	Currently
9	27	Low	52	Currently
10	46	Low	60	Currently
Average value		41		62

$$\begin{aligned} < \text{gain}> &= \frac{\text{Post-test Score} - \text{Pre-test Score}}{\text{Maximum Score} - \text{Pre-test Score}} \\ &= \frac{62 - 41}{100 - 63} \\ &= \frac{21}{38} = 0.55 \end{aligned}$$

Table 6. Module Effectiveness Categorization

Mark	Category
-1.00 $g < 0.00$	There is a decrease
$G = 0$	Permanent
$0.00 < g < 0.30$	Low
$0.30 < g < 0.70$	Currently
$0.70 < g < 1.00$	High

The ability to speak in public is very necessary, especially for junior high school students in the teaching and learning process, especially in discussion activities in conveying opinions to the other person. According to Susanti [6] the ability to speak in public or public speaking ability can be interpreted as the art of public speaking in the form of effective communication that takes place on an ongoing basis marked by continuous circulation of messages and symbols between the speaker and the listener with the intention of making the listener think, feel, and act as expected by the speaker. Therefore, the ability to speak in public really needs to be trained by junior high school students in practicing it in the learning process.

Furthermore, according to Sujanti [7] the benefits that can be learned by having the ability to speak in public are:

1. The ability to speak in public can improve skills in academics and careers because they have the skills to express opinions or answers to questions posed both in writing and orally.
2. The ability to speak in public can develop and improve one's communication skills in general, such as a more effective communication style, developing logical and emotional appeal in speaking, developing intelligence in assembling sentences, practicing delivering constructive criticism to the interlocutor, practicing listening skills, and train to organize the delivery of messages clearly and convincingly.
3. Improve public speaking skills. Someone who already has the ability to speak in public if always trained will give an increase in the skills he has. Someone will have a lot of vocabulary in speaking so it is not monotonous to listen to when speaking in public.

These benefits should be felt by students in public speaking. According to Tarigan [3] broadly speaking, the ability to speak in public can be divided into two, namely public speaking and speaking at conferences. Speaking in public (public speaking) such as speaking in situations of providing information, talking to friends or family, speaking in situations that are persuasive, inviting, pressing, and convincing and speaking in negotiating something before making a decision. While speaking at a conference, such as speaking in front of the public, discussing in a group, formal discussion in a meeting in parliament, and speaking in an official open debate.

The ability to speak in public is very important for everyone, especially for junior high school students in the process of teaching and learning activities. However, the reality in the field is that there are still students who are still lacking in mastering public speaking skills. So we need a media that can help students hone and develop their public speaking skills. The media should be used by students both in groups and individually. The media can be in the form of modules that are arranged as attractively as possible with weighty material content and independent exercises that hone students' speaking skills.

According to Hanum [8] a module is a learning tool or facility that contains materials, methods, limitations, and ways of evaluating that are designed systematically and attractively to achieve the expected competencies. Modules are teaching materials that are systematically and attractively arranged which include material content, methods, and evaluations that can be used independently. The use of the module as a companion

media in the provision of guidance and counseling services. This is in accordance with the opinion of Sukiminiandari [10] who said that the use of media as a companion in the learning process is increasingly needed to overcome problems that arise due to limited time, place, and other facilities. This is also in accordance with the findings in the field that guidance and counseling teachers at Junior High School 2 Mlati have limited time in providing classroom entry services so that with the existence of the media module students can use outside guidance and counseling service hours accompanied by a teacher.

According to Hamdani [9] the module has several benefits for students in developing public speaking skills, namely as follows.

1. Students can train themselves by studying independently at home or at school.
2. Learning can be done outside of learning hours so that students can be more relaxed in learning.
3. Students can learn with their own learning style that is adjusted to their interests and abilities.
4. Students can train themselves to evaluate and improve their public speaking skills by doing the exercises contained in the module.
5. Able to self-taught, and
6. Develop students' ability to interact directly with the environment and other learning resources.

With the benefits of these modules, it is hoped that they can help students improve their public speaking skills. Then in developing the module it is necessary to pay attention to several procedures in its manufacture. According to Nasution [11] broadly speaking, module preparation or module development can follow the following steps:

1. Formulate goals clearly, specifically, in the form of student behavior that can be observed and measured.
2. The order of those goals determines the steps to be followed in that module.
3. Diagnostic test to measure the background of students, knowledge, and abilities that they have as a pre-requisite for taking the module.
4. Develop reasons or rationale for the importance of this module for students.
5. Learning activities are used to assist and guide students to achieve the competencies as formulated in the objectives.
6. Arrange post-tests to measure student learning outcomes to what extent they master the objectives of the module.
7. Prepare a resource center in the form of reading that is open to students whenever they need it.

In addition to paying attention to the steps for making the module above, it is also necessary to pay attention to the elements in the module. The elements of the module consist of clearly and specifically formulated teaching objectives, instructions for teachers, student activity sheets, worksheets, worksheet keys, test sheets, and test sheet keys

[12]. Agree with what Suriyono said, according to Suryosubroto [13] the elements of the module consist of an explicit and specific formulation of instructional objectives, instructions for teachers, student activity sheets, student worksheets, worksheet keys, evaluation sheets, lock the evaluation sheet.

4 Conclusion

Based on the results of the research and discussion, it can be concluded that the public speaking ability module is very feasible in terms of material and design, and is quite effective in helping to improve students' public speaking skills at Junior High School 2 Mlati, Yogyakarta.

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