
ANALYSIS OF THE EFFECTIVENESS OF PUBLIC SPEAKING SUBJECT MODULE INFORMATION-TECHNOLOGY (IT) BASED

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Abstract

Public speaking is one of subjects must be attended by students of English Education Study Program. Several constrains were faced by students in performing public speaking. They were related to the limited learning tools and media, teaching methodology, and learning module. This research aims to analyze the effectiveness of public speaking subject module based on IT (Information Technology) applied in public speaking class of students of English Education Study Program, Faculty of Teacher Training and Education, PGRI University of Yogyakarta. The module which was applied in public speaking subject used a media learning based on IT.

This quantitative research consisted of four procedures. The procedures done were defining, designing, developing, and disseminating. The participants were the students of English Education Study Program, Faculty of Teacher Training and Education, PGRI University of Yogyakarta. The data were collected through questionnaires to validate the module, to measure the practicability of the module, and to measure the effectiveness of the module. The module validity and practicability were analyzed qualitatively. Meanwhile, the effectiveness of the module was represented quantitatively.

The research has been done. Module of public speaking subject is written well. The media for public speaking activity is represented into three themes. Each theme consists of four main activities. The first is listening activity. The second is giving opinion followed by comprehension task. The last activity is pronunciation task. The research test shows that the enthusiasm mean of using non based-IT media is 22, 33. The enthusiasm mean of using based-IT media is 27, 07. Based on the result of the test it can be concluded that using media based on IT is more valid, effective, and practical than using non-based IT media. It is because using media based on IT can fulfill students' needs and can enhance students' interest through learning material.

Key words: *public speaking, information technology, effectiveness*

1. Introduction

Public speaking subject is a must subject taken by the students of English Education Study Program. It has 2 credits. The aim of this subject is to train the students the ability to deliver some information, to persuade, and to comfort the audience. For that reason, the students must acquire good speaking ability.

Seeing from the observation taken by the researcher, many students still have not performed the best in speaking class especially in public speaking subject. It is due to some reasons. The first reason is the limited tools used to perform public speaking. The lecturer used appropriate media for public speaking lecture. She used laptop and a simple speaker. In that condition, the sound produced by the record might not be heard well to students. The second reason is the methodology applied by lecturer which is teacher/lecturer centered-approach yields the students feel bored in speaking class activity. The third reason is there is not available module used in public speaking class.

Media in teaching and learning activities are applied in schools and universities. Students do not only use media based in information technology to contribute them comprehending their knowledge but also represent their knowledge to the world. In short, media based in information technology is useful to help in improving the effectiveness of teaching-learning process. In language teaching-learning process, information-technology media advocates oral comprehension. Students who do not have good oral ability will easier deliver their thoughts by implementing the media.

Audio-visual aids become one of the media used in language teaching and learning especially in speaking subject. This kind of medium will motivate students to speak and deliver their ideas easily. Pay greeter attention to the background problem, the researcher planed such a medium to help students to improve their speaking ability. The researcher developed a module which also contained a media learning based on information technology. Audio visual aids developed with the module supported students to deliver their thoughts, ideas, and feelings to others. The purpose of doing the research is to produce module of public speaking subject which is suitable for students. Finally, the teaching and learning activities of public speaking subject achieved the goal effectively.

2. Literature Review

Speaking is one of the subjects given to students as the way of improving student's competencies through language. Brown and Yule (Nunan, 1989: 56) mention that speaking is using verbal language which

consists of short utterance, incomplete and separate in a range of pronunciation. Repetition may be done by one speaker and other, and they often use non-specific reference. Speaking competence covers monologue and dialogue skills (Brown, 2001). Monologue is one-way communication, while dialogue is two-ways communication. Monologue skill can be divided into planned and unplanned, while dialogue into personal and interpersonal skills. Interpersonal dialogue is intended to share information. This is divided into familiar and unfamiliar dialogue.

Balley (in Nunan, 2003: 54-56) mentions some principles of teaching speaking to students. The principles are as the following.

- a. Be aware of the differences of the second language and foreign language learning context.
Language as a foreign language is in which the language is not used by the people in the country. It is as a foreign language. This situation, the students are challenged to use and study the target language.
- b. Give students practice with both fluency and accuracy.
Accuracy is as much as the learner uses the target language when they use the language. While fluency is how far the speaker uses the language quickly and has self confidence to utter the language.
- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
Experience is the best way to improve students' competence in speaking.
- d. Plan speaking tasks that involve negotiation for meaning.
Speaking tasks that involve negotiation for meaning will help students to interact with others.
- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.
Transactional and interactional speaking can be reached through activities which is fun, enjoying, and motivating.

Brown (2004: 141-412) mentions taxonomy which describes as follows:

- a. Imitative
In this phase, student is expected to imitate a word, phrase, and sentence.
- b. Intensive
It is the production of short structure which shows relation of grammar, phrase, lexical, and phonology.
- c. Responsive
Responsive tasks includes interaction and comprehension test but in the limited level, such as short conversation, greetings, introduction, closing, simple asking questions and responding to questions in simple way.
- d. Interactive

Speaking ability in interactive tasks deals with complex and long interaction between speaker and listener. It often mixes up with double participants. The purposes are exchanging information with others and keeping good relationships with others.

e. Extensive (monolog)

Tasks in extensive (monolog) deal with extensive performance such as speech, debate, presentation, and story-telling.

Public speaking is different with common speaking activity. It is the speaker says his or her views with a larger audience and often experiences apprehension and nervousness before and during the presentation (Gareis, 2006, 3). Gareis (2006: 20-31) mentions some important things in public speaking, those are setting up, appearance and body language, vocal behavior, audio-visual support, and question-and-answer sessions. In this explanation, he mentions about the use of audio-visual support. Audio-visual aids will support the speaker to deliver thoughts and feelings in front of the audience.

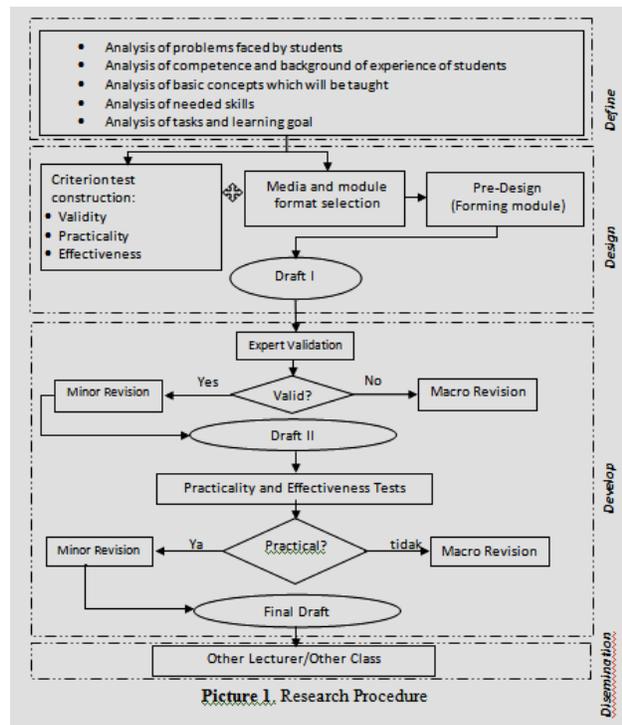
Learning module is one of teaching tools. Module will ease teacher or lecturer to convey materials in learning process. A module must be created to help students. It is suited with the learners' need, characteristics, and goals. Kernes and Beans (2009: 718) state that the learning module should supply modern content which is nature inter-discipline, effective time, complexity variation, relevant and meaningful. The learning module is also suitable for learners' knowledge and skill.

As mentioned, materials development can be established in four procedures. The procedures are defining, designing, developing, and disseminating. In defining procedure, the researcher observed and decided about front-end analysis, learner analysis, concept analysis, task analysis, and specifying learner objectives. In designing procedure, the researcher determined the construction of criterion-referenced test, the media selection, the format selection, and the initial design. In developing procedure, there were two main activities which were expert appraisal and developmental testing. Then, final procedure was validating testing, and packaging and diffusion and adoption (Thiagarajan & Semmel, 1974: 6-9).

3. Material and Methodology

This is a research and design study. This is a quantitative in nature. It contains of four procedures. The procedures are defining, designing, developing, and disseminating. In defining procedure, the researcher should observe and decide about front-end analysis, learner analysis, concept analysis, task analysis, and specifying learner objectives. In designing procedure, the researcher determined the construction of criterion-referenced test, the media selection, the format selection, and the initial

design. In developing procedure, there were two main activities which were expert appraisal and developmental testing. Then, final procedure was validating testing, and packaging and diffusion and adoption. The procedures can be described as the following picture.



The research procedures then were referred by the researcher to accomplish the research. After determining the problem happened and the result to be achieved in the public speaking subject, the researcher determined the media and the form of the learning module, and she designed the public speaking module. The result of the module design, the valuator validated it. The media of public speaking subject based on information technology which is audio visual aid media was constructed.

This research used questionnaires to collect the data. It used Likert Summated Technique to measure the respondents' attitude toward the implication. The data collected were tested using Mann-Whitney Test. The instruments were to validate the module, to measure the module's practicality, and to measure the module's effectiveness.

4. Discussion and Result of the Research

A. Description of IT-Based Public Speaking Module

After finishing the first procedure, the researcher designed a module or developed material for public speaking subject. First thing should be focused was that the module contained outstanding activities of speaking without leaving theoretical review. The module consisted of nine chapters. The objective of the study was written in each chapter. Speaking activity always came to each chapter.

The module was constructed of nine chapters. The following are the description of each chapter.

1. Chapter I

Chapter I describes about the definition of public speaking. It mentions about the preparations of presenting public speaking in front of the audience.

2. Chapter II

Chapter II explains about detail preparations should a public speaker do. Some considerations related with audience, topic of presentation, and goal of the presentation. Students are also directed to find best information related with the topic, and how to manage those information into good connecting structure.

3. Chapter III

This chapter describes about the physical preparation of public speaker before presentation because physical performance can enhance speaker self confidence. Besides that, wearing good and tidy clothes is concerned to motivate self-ability in public speaking. body language is also discussed to improve speaker performance.

4. Chapter IV

Some types of speech are mentined in this chapter. They are narrative, demonstrative, persuasive, informative and specific occasion speech.

5. Chapter V

This chapter describes about how to deliver information of speech in front of the audience. There are some important arrangements of public speaking. It is started by greeting and addresses, and followed by opening, content and closing or conclusion.

6. Chapter VI

Chapter VI explains briefly about some useful sentences or expressions to give opinion, to agree or deny and other useful polite expressions.

7. Chapter VII

This chapter is the advance explanation of usefull expressions (mentined in chapter VI). Chapter VII explains briefly on a guideline of the presentation of public speaking. students are given much time to practice public speaking.

8. Chapter VIII

As proposed, the students must given time to practice their ability in public speaking. Students are asked to propose a guideline of

presentation. Then they are given chance to perform in front of their friends.

9. Chapter IX

Chapter IX explains about the definition of debat. It also describes the arrangement of debating and how to deliver information in debate. Useful expression of agreeing and negating are used to improve students' ability in debating.

B. IT-Based Media Construction

Media selected by the researcher was audio-visual. The researcher with the assistant discussed the material. Then, they came to the same perception that the media consisted of three main themes. The themes were "The Danger of Food Additives to Human Body", "The Impacts of Cheap Cars", and "The Plan of National Exam Abolition". There were three main activities along with each theme. The activities were listening task followed by giving opinion, comprehension task, and pronunciation task. Each task was related to the theme provided.

There are some activities in improving students' ability of learning language. The activities directed in this media consist of the following skills.

1. Listening to audio-visual aids task
It is a task of audio-visual activity. Students are given time to watch a video related to the topic and then listen to sound that inform briefly on a topic. They must memorize the information spoken by speaker.
2. Giving opinion task
At the end of listening task, student individually gives his opinion about the topic spoken. In this task, student experiences to give opinion.
3. Pronunciation task
Pronouncing is the best task to improve students' speaking ability. This task is to differentiate a word and other word of having similar pronunciation. Student has to decide correct word of a spoken word.
4. Comprehension task
To evaluate student comprehension on the material given, it is added a comprehension task. There are some sentences heard by the listener then he must decide that the statement is true or false.

The media constructed has three main topics. Each topic has four tasks. It is expected to give students experience in public speaking.

C. Validaty

This research was validated by two components. The first validator was expert and the second validator was its user. The expert was a lecturer of

English Education Study Program. She is a lecturer in English Education Study Program Faculty of Languages and Arts, Yogyakarta State University of Yogyakarta. The users were the students of English Education Study Program of PGRI University of Yogyakarta.

a. Expert Validity

The validator was given questionnaire related to public speaking module. Validator gave suggestions and critics related with the public speaking module proposed by the researcher. It is mentioned that the material proposed in the media of learning was not variety. It should be added by other topics and other models of public speaking not only giving opinion but also others.

It was also suggested to add some other kinds of evaluation of public speaking competence because the task or evaluation proposed in this IT-based media did not reflect public speaking competence.

b. Users' (Students') Validity

Analysis of effectiveness of product was done by hypothesis test. The analysis of product effectiveness was done by hypothesis testing. It was the effect of IT-based public speaking media toward the student's enthusiasm. It can be described as the following table.

Table of Normality Test
Test of Normality

Media	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Total non TIK	,229	30	,000	,902	30	,009
TIK	,185	30	,010	,946	30	,128

Lilliefors Significance Correction

a. Homogeneity Test

Table of Homogeneity Test
Test of Homogeneity of Variances

Total			
Levene Statistic	df1	df2	Sig.
,683	1	58	,412

b. Hypothesis Test

Table of Mann-Whitney Test

	Total
Mann-Whitney U	2,000
Wilcoxon W	467,000
Z	-6,678
Asymp. Sig. (2-tailed)	,000

a. Grouping Variable: Media

c. Table of Mean Test

Media	Mean	N	Std. Deviation
non TIK	22,33	30	1,093
TIK	27,07	30	1,413
Total	24,70	60	2,695

The table can be explained as follows.

H₀: There is no significant difference in students' enthusiasm who were taught by IT-based media in public speaking class.

H_a: There is significant different in student's enthusiasm who were taught by IT-based media in public speaking class.

Pre-requisite test was done before doing hypothesis testing. In this research, pre-requisite test were normality and homogeneity tests.

Table of mean test shows that enthusiasm mean of using non IT-based media is 22,3. The enthusiasm mean of using IT-based media is 27,07. It can be concluded that learning public speaking using IT-based media is more effective for improving students' enthusiasm than using non IT-based media. It is because IT- based media conceptually agree with developing period. It is also interesting for students.

5. CONCLUSION

The research has been done. The aim of the research that is to analyze the effectiveness of public speaking subject module based on IT (Information Technology) applied in public speaking class of students of English Education Study Program, Faculty of Teacher Training and Education, PGRI University of Yogyakarta is done. The module which is applied in public speaking subject used a media learning based on IT. It consists of nine chapters. Each chapter

mentions the objectives of learning activity. The media established as public speaking activity is based on information technique. There is audio-visual media. It consists of three main themes. Each theme has four main activities. Those are listening activity, giving opinion activity, comprehension task, and pronunciation task.

The research test shows that the enthusiasm mean of using non based-IT media is 22, 33. Then the enthusiasm mean of using based-IT media is 27, 07. Based on the result of the test it can be concluded that using media based on IT is more valid, effective, and practical than using non-based IT media. It is because using media based on IT can fulfill students' needs and can enhance students' interest through learning material.

The construction of media learning within the module has been proved to increase validity, effectiveness, and practicality. It is suggested that researchers will be able to vary IT-based media in other subject especially productive language skill.

This IT-based media constructed in this research is needed to be developed. The themes or topics represented do not vary. It cannot be applied more than once. Topics presented in the media construction cannot be widespread developed to other topics.

Task and activities in this media do not reflect public speaking skill improvement. It needs other kinds of activities which can improve student's public speaking ability.

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This research is conducted as one kind of teaching media to English education study program students especially who take public speaking. It is needed to enhance and vary the themes and sources of learning so the writer undoubtedly accept suggestion from any reader.

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