

Improving Students' Public Speaking Skills Using the Drill Method

Sausan Salsabila^{a)}, Purwanto^{b)} Laili Syarifah^{c)}

Syubbanul Wathon Islamic College, Magelang, Indonesia

^{a)} Corresponding author: elsasalsabila220@gmail.com

^{b)}poerwanto073@gmail.com

^{c)}lailysyarifah1990@gmail.com

ABSTRACT

Public speaking or public speaking skills are one of the most essential language skills to master, including for junior high school level students. Speaking skills are beneficial for expressing oneself, such as conveying thoughts and ideas according to the goals you want to achieve. However, many students still need good public speaking, including students at Mts Walisongo 2. Community service activities are carried out at Mts Walisongo 2 in Sukomakmur Village, Kajoran District, using the Asset Based Community Development (ABCD) approach. The service team used the drill learning method to improve students' public speaking skills in carrying out the activities. This mentoring was implemented successfully and significantly impacted the public speaking skills of Mts Walisongo 2 students

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INTRODUCTION

Humans are social beings who cannot live alone, human nature as social beings who interact to meet their own needs and work together to achieve life goals. Communication is one of the most important in the interactive process (Khrisna Sawitri et al., 2022). Public speaking is among the most essential language skills to master (Tohani & Lestari, 2022). This is because speaking skills are beneficial for expressing oneself, such as conveying thoughts and ideas according to the goals you want to achieve (Syazali, Olivia, & Sobri, 2023). Public speaking is not just talking but a particular skill that requires preparation. The focus lies on communication abilities to invite many people, change opinions, and convey information (Hasyim & Irwan, 2014). Good public speaking skills can only be obtained slowly through intensive practice. Thorough preparation is the key to success in developing public speaking skills.

Public speaking is a crucial skill that should be mastered, although many still have not mastered it, including students. Students still need more confidence in speaking in public (Anggriani, Hamima, Azka, & Umara, 2022). However, the level of expertise in public speaking varies, influenced by various factors such as natural ability and practice (Selwen, Lisniasari, & Rahena, 2021). The ability to speak is not an innate talent but a skill that anyone can develop. This depends on the intention and effort invested, with continuous learning methods and prayer as supporting elements (Syazali et al., 2023).

Lack of public speaking skills also occurs among Mts Walisongo 2 students. Observation results show that many students still need more confidence speaking in public. Even if someone has self-confidence, intonation, and word choice still need much improvement. In general, if someone wants to be skilled at being an excellent public speaker, that person has to fulfill several problematic things. Some of these things include mastery of the material and word processing that will be conveyed when dealing with an audience. Of course, it is not just about conveying, but how to convey material with the proper intonation of voice, stimulate the audience to always pay attention to the material we are conveying, and appropriate body movements when delivering material. The next thing that is no less important is how students prepare and form their mental or self-confidence at a forum or activity (Ma'ruf & Purwanto, 2021). Based on these conditions, this community service activity seeks to assist students with public speaking skills using the drill method.

The drill method is a teaching method that provides exercises to students to acquire a skill. The drilling method is an activity that is continuously repeated, such as training motor skills through the use of musical instruments, sports, and arts and training mental skills through memorizing, multiplying, and adding activities (Yuliantoro, Heryana, & Syambasri, 2019). According to Mardiana (2022), training is a technique that can be interpreted as teaching students to carry out training activities so that students have higher dexterity or skills than those they have learned. Practical exercises, easy to do and regularly implemented, foster children's mastery of these skills. Even students can have that dexterity ideally (Afifah & Asnah, 2021).

The service team chose to use the drill method, a way of teaching by providing practice on what students have learned so that they acquire a particular skill. With the drill method, students are immediately exposed to concrete images of abstract concepts in the basics of public speaking. Students are accustomed to practicing what has been explained alternately, gradually, and repeatedly, so they understand and have skills in the public speaking program (Artiasih, 2022). The drill method is the most likely choice among other methods to be applied or is expected to improve students' dexterity or public speaking skills. The consideration is that this method is easy to pair with other strategies and media.

Based on the background described above, the team feels that mentoring activities to improve students' public speaking skills using the drill method are relevant and urgent. The choice of the drill method is seen as an effective strategy for improving students' public speaking skills at Mts Walisongo 2, which is located in Sukomakmur Village, Krandegan District, Magelang Regency. By involving students in public speaking drill activities, it is hoped that they can develop their verbal communication skills better. The drill method, which involves intensive practice and repetition, has proven effective in helping students

understand good speaking techniques and build the confidence needed to perform in public. Apart from that, this assistance is also directed at supporting students at Mts Walisongo 2 so they can overcome nervousness or anxiety that may arise when speaking in public. By receiving intensive guidance in a supportive atmosphere, it is hoped that students can overcome psychological barriers, often the main obstacle in developing their public speaking skills. Thus, mentoring activities to improve public speaking skills using the drill method are considered a strategic step in helping to form individuals who can communicate effectively, are confident, and are ready to face various challenges in the future.

METHOD

In implementing community service activities, a social approach has been planned for Mts Walisongo 2 students in Sukomakmur Village, Kajoran District. This assistance uses an asset-based community development (ABCD) approach; the ABCD method uses an appreciative inquiry approach, which helps make organizational changes with the assumption that each organization can work well and connects the organization with the right community and stakeholders (Harrison, Blickem, Lamb, Kirk, & Vassilev, 2019; Rafiq, 2020). This approach prioritizes utilizing assets and potential that exist and are owned by the community in Krandegan Hamlet, Sukomakmur Village, Kajoran District, and Magelang Regency. The assets that are the focal point of this service are junior high school (SMP) students. One of the main assets in an asset-based learning assistance program is changing how the community views itself. Do more than just focus on your shortcomings and problems; pay attention to what you have and can do.

In the ABCD method, there are five key steps (5-D) for conducting mentoring research, including discovery (in-depth discovery), where mentoring or empowerment actors carry out an in-depth search process, such as searching for and identifying assets owned by a community. The dream is a dream, desire, or goal the assisted community hopes for in developing existing potential or assets. Design (designing): At this stage, the assistant or empowering actor with the assisted community begins to formulate strategies, processes, and systems, divide roles and responsibilities, make decisions, and develop collaboration that supports the realization of solving the problems of the assisted community and the changes expected from the assisted community. Define (determine) the companion or empowerment actor determines the topics to assist the community. Destiny (do): At this stage, everyone in the organization implements various things, including implementing and controlling or evaluating assistance programs for communities that have been formulated (Sutini, Indayati, Hasan, & Chasanah, 2020). The ABCD diagram of Community Service activities can be seen in Figure 1



FIGURE 1. Asset Based Community Development Diagram

It can be concluded that the strategy in this approach begins with observing existing places and assets to find needs, then collectively looking at the community's hopes and dreams for existing assets, after designing an activity to realize community expectations, then determining changes through forming a program, after that implementing the program that has been prepared (Swasono et al., 2020).

RESULTS AND DISCUSSION

Mts Walisongo 2 is an Islamic-based junior high school, and this Madrasah is located in Sukomakmur Village, Kajoran District, Magelang Regency. The service activities were carried out from July 20, 2023, to September 2, 2023, starting with an introduction to the environment of the activity object, where it was discovered that many students had hidden talents, such as performing in public. This attracts the author to create ideas by applying the drill learning method. This drill learning method is an innovation at Mts Walisongo 2, and this method is applied to improve students' public speaking skills. With this service, it is hoped that it will improve the public speaking skills of Mts Walisongo 2 students so that, in the end, the students can perform well in public. In implementing mentoring using the ABCD method, there are five steps, namely:

Discovery

At this observation stage, the service team focused on observing student learning activities at Mts Walisongo 2, Krandegan Hamlet, Sukomakmur Village, Krandegan District, Magelang Regency. The approach involved interviews with members of the Mts Walisongo 2 curriculum and research into the learning environment the target audience faces. Through this series of observations, the team succeeded in identifying four main problems faced by students. First, the low level of student agility and skills in the learning process is visible. Second, the family's role in guiding students appears less than optimal, affecting their academic development. Third, students need to have better self-confidence, which can hinder active participation in the learning process. Fourth, the teacher's teaching is considered less than optimal and has yet to reach the expected level of effectiveness. By exploring information from these observations, it is hoped that we can formulate appropriate solutions and strategies to improve the quality of learning and student welfare at Mts Walisongo 2.

Dream

The low skills of junior high students are the main problem at Mts Walisongo 2. Parents often complain that children play too much, struggle to divide their time between work and taking care of the household, do not have adequate knowledge, and accompany their children's learning. The role of parents is still significant for children who are still in junior high school because they are still at the age of supervision and assistance. Apart from that, more-than-optimal teacher teaching also hinders children's learning. In this case, the primary learning assistance program for Islamic boarding school students at Mts Walisongo 2 Krandegan Hamlet, Sukomakmur Village, especially public speaking assistance, is considered a solution and dream of parents who need learning assistance for their children. This program aims to help students at Mts Walisongo, Sukomakmur Village, to improve their grammar skills.

Design

A public speaking guidance work program, which is carried out outside school hours, is an effort to realize the expectations of the community, especially parents and students. With public speaking guidance, it is hoped that it can improve students' soft skills. It can also encourage students to practice actively so they will also be orderly in public speaking training. Then, there is active participation between the mentor and students and good communication between the mentor and students and between students.



(a)



(b)

FIGURE 2. Activities (a) are direct practical activities (b) deliver material

Desnity

The Islamic boarding school basic guidance work program will be implemented from 20 July 2022 to 02 September 2023 at Mts Walisongo 2 Krandegan Sukomakmur Kajoran. This activity has been held 12 times, from 13.00 WIB to 14.30 WIB, every Monday and Saturday. The final step is to implement the agreed program to fulfill the dreams of teachers, parents, and students from this learning medium. The theory is a guide to seeing reality in school. The theory is used as a mindset to improve skills for students at Mts Walisongo 2 Krandegan Sukomakmur Kajoran.

By applying this learning method, the author helps explain how to speak in public properly and communicate with an audience, ensuring that all students understand the basics of public speaking so that the results match what we expected from the start. If it has been explained, students are required to test or practice every two days in implementing the advanced program one by one to learn public speaking, which is clear evidence of the use of this drill method. The results of applying this method can be found by seeing that they practice it well and correctly.

An indicator of the program's success is that on the last day of guidance for the public speaking program, all children attended and were given a simple, practical test. This simple, practical test is expected to apply the basics of public speaking that have been explained and practised. Children who practice speaking in front of many people by applying the basics of public speaking correctly will be rewarded. This is done to all children. In general, the assistance activities on the basics of Islamic boarding school knowledge, especially the public speaking program at Mts Walisongo 2, did not encounter severe obstacles because the implementation of this activity was relatively smooth. Sometimes, the Islamic boarding school program does not run according to the specified schedule because it coincides with other activity schedules. However, a replacement schedule is still being held for the basic Islamic boarding school program, which has been postponed.

DISCUSION

The service activities that have been carried out have significantly contributed to improving students' public speaking skills. This activity benefits students at Mts Walisongo 2 who previously needed more self-confidence and knowledge of the basic principles of public speaking. As a result, students become more confident and understand public speaking techniques more effectively and precisely. The results of this service are in line with the service that has been carried out previously, namely that the drill method is the suitable method for training public speaking skills (Putri, 2022; Atmi & Pharhyuna, 2019; Lutfiyatun et al., 2023).

The drill method is a teaching method that provides exercises to students to acquire a skill (Khetaguri & Albay, 2016). The drill method is an activity that is continuously repeated, such as training motor skills through the use of musical instruments, sports, and art and training mental skills through memorizing, multiplying and adding activities (Yuliantoro et al., 2019). In public speaking, the drill method is a tool or technique used to train and strengthen students' public speaking abilities (Verrawati et al., 2022). With this

method, students are given intensive and repetitive training regarding various aspects of public speaking, such as pronunciation, intonation, body posture, eye contact, and other body language. The drill method is appropriate to use in improving students' public speaking skills because

- Strengthening Basic Skills. Through repeated practice, students can strengthen basic skills in public speaking, such as clear pronunciation, correct intonation, and clarity in conveying ideas.
- Increase self-confidence. Students can increase their confidence in public speaking by constantly practising and getting feedback. They will feel less nervous and anxious as they feel more skilled and prepared.
- Improved Non-verbal Communication Skills. Drills can also help students understand and control non-verbal communication skills, such as body language, facial expressions, and eye contact, which are very important in public speaking.
- Enrich Vocabulary and Language Structure. With exercises that focus on various aspects of public speaking, students can enrich their vocabulary and understand effective language structures for communicating with an audience.
- Increased ability to organize thoughts. Through drills, students are taught how to organize and organize their thoughts logically and systematically so that the audience can more easily understand the message.

The drill method stands out as an effective approach to enhancing students' public speaking abilities due to its emphasis on intensive practice sessions, which allow learners to repeatedly engage in speaking exercises to refine their delivery and confidence. Additionally, this method incorporates consistent feedback mechanisms that offer students invaluable insights into their strengths and areas needing improvement, thereby facilitating targeted growth and refinement. Moreover, by concentrating on strengthening the foundational skills essential for effective public speaking, such as articulation, voice modulation, and audience engagement techniques, the drill method ensures that students not only gain theoretical knowledge but also develop the practical competencies required to communicate persuasively and confidently in various contexts.

CONCLUSION

The service activities implemented have undeniably yielded a profound impact on enhancing the public speaking capabilities of students, particularly those at Mts Walisongo 2 who grapple with issues like diminished self-confidence or a rudimentary understanding of public speaking fundamentals. By engaging in these activities, students have not only fortified their self-assurance but also garnered a comprehensive and nuanced grasp of the grammatical intricacies associated with effective public discourse. The tangible outcomes of this service initiative manifest prominently through the demonstrable improvement in students' competencies, as evidenced by their enhanced skills following rigorous tests and bi-daily practice sessions throughout the program's duration. Furthermore, the palpable enthusiasm displayed by the students underscores their genuine engagement and eagerness to refine their abilities. This positive transformation is further corroborated by parental feedback, which unequivocally attests to noticeable enhancements in their children's self-esteem and enthusiasm for honing their public speaking skills, underscoring the efficacy of employing the drill method in such educational interventions.

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