ENHANCING PUBLIC SPEAKING ABILITY THROUGH FOCUS GROUP DISCUSSION

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ABSTRACT

The purpose of this research was to develop a Focus Group Discussion (FGD) model in learning personality development as an effort to improve students' public speaking skills. FGD learning model enables students to possess the ability to think critically, creatively, and innovatively in preparing group presentations and discussions. The results of the implementation of FGD model were expected to be able to develop and enhance students' public speaking skills, so they have competitiveness in facing of society 5.0. This research was conducted in six steps of development based on the ASSURE model. The development of FGD learning model consisting of presentations and discussions was conducted online and gathering data about audience's opinion was carried out based on the specified themes. The object of this research was the students who took Personal Development and public speaking courses. The results of data analysis obtained an average score = 8.1 from a maximum score = 10 and a standard deviation = 1.8 which was derived based on 10 components of public speaking skills assessment. The grade was categorized into A (Excellence), B (Good), and E (Failed).

Keywords: FGD, public speaking ability

KEMAMPUAN *PUBLIC SPEAKING* MELALUI *FOCUS GROUP DISCUSSION*

ABSTRAK

Tujuan penelitian ini adalah mengembangkan model Focus Group Discussion (FGD) dalam pembelajaran pengembangan kepribadian sebagai upaya untuk meningkatkan keterampilan berbicara di depan umum siswa. Melalui model pembelajaran FGD siswa diajak untuk memiliki kemampuan berpikir kritis, kreatif dan inovatif dalam menyusun presentasi dan diskusi dalam kelompok. Hasil penerapan model FGD dalam pembelajaran diharapkan mampu mengembangkan siswa dalam upaya meningkatkan keterampilan public speaking, sehingga memiliki daya saing dalam menghadapi masyarakat 5.0. Tahap penelitian ini mengacu pada enam langkah pengembangan model ASSURE. Pengembangan model pembelajaran FGD berupa presentasi dan diskusi yang dilakukan secara online serta pengumpulan data opini audiens sesuai tema yang telah ditentukan. Objeknya adalah para mahasiswa yang mengambil mata kuliah Personal Development dan mata kuliah public speaking. Hasil yang diperoleh adalah nilai maksimal = 10 berdasarkan 10 komponen penilaian keterampilan berbicara di depan umum, skor rata-rata = 8.1, dan standar deviasi = 1.8. Nilai dibagi menjadi A (Keunggulan), B (Baik), dan E (Gagal)

Kata Kunci: *FGD, kemampuan public speaking*

INTRODUCTION

Society 5.0 is a period in which the human-centered society that balances economic progress with social problem solving by integrating system space of cyberspace and physical space of industrial revolution 4.0. This is an effort to create an Indonesian society that is able to compete in that era, so the role of educational institutions is needed to develop a learning innovation that is able to answer problems through the application of skills in the 21st century. The success indicator of education in the 21st century is no longer merely measured by the index of achievement and the magnitude of the score which students have gained in the exam, yet it is seen from how ready and successful students are in facing the real life.

Thus, schools as educational institutions are expected to carry out the learning process appropriately to help foster potential and competent students. It means that the learning process must be able to optimize the development of the students ' competencies and ensure that they can live, work, and participate in the 21st-century community (Chalkiadaki, 2018; Rose and Malcolm, 2014; Helmawati, 2019) (Selman & Jaedun, 2020).

21st Century Skills are integration of Knowledge, Skills and Attitudes as well as ICT mastery developed through: (I) Critical Thinking Skills and Problem Solving Skills, (2) Communication Skills, (3) Creative Skills and Innovation Skills and (4) Collaboration Skills (Trilling & Fadel, 2009). The skills can be implemented through improving students' communication skills through learning of Public speaking. Hamilton (2012) stated that, the purpose of speech is to elicit emotion and reaction among the audience. In reality, numerous thought leaders or grassroots devote to change the world with the power of language and ideas, regardless of what type the speech is (for example, political, economic, academic, military, religious, entertaining and so on)(Wang & Zou, 2018). Public speaking is the ability to speak in front of people, to deliver messages that can be understood and trusted by the public audience (Hamilton, 2012). Furthermore, Gunandi (1998) states that public speaking is a form of verbal communication about something or a topic that is conveyed by many people. The aim is to influence, change opinions, teach, educate, provide explanations and provide information to certain people in a certain place(Gunadi, 1998).

Public speaking skills will get better if they practice more. Therefore, speaking skills are trained and developed to improve the ability and skills to talk to the students. Public speaking is quite alike to presentation, where the difference is the latter is usually meant for commercial or academic environment. Public speaking skill can be used for leadership/personal development, business, customer service, large group communication, and mass communication too(Yee, 2014).

In implementing public speaking learning, effective techniques and learning strategies are needed, as stated by Fry et al. (2003) that: "effective teaching (and supervision, assessment, planning and so on) has to be predicated on an understanding of how students learn; the objective of the activities is to bring about learning, and there has to be insight and knowledge about learners' needs for teaching to be successful"(Fry, Heather ; Ketteridge, Steve ; Marshall, 2015). Perkins (1981) describes the process of becoming a public speaker in detail. He revealed that correcting the voice and speech through the right method will be able to project the personality of the presenter (Mustamu, 2012).

Mezirow (1991) in Fry et al. (2015) states "very frequently learning is thought of in terms only of adding more knowledge, whereas teachers should be considering also how to bring about change or transformation to the pre-existing knowledge of their learners"(Fry, Heather ; Ketteridge, Steve ; Marshall, 2015). This is the basis for the development of the FGD model applied in Public Speaking learning. Through the learning of public speaking skills, it would be beneficial for the students as they will be able to brush up on their personal and social interaction, academic improvement and most importantly on their career benefits. From the practice of public speaking, a student will be able to build up confidence in persuading others more effectively on the ideas and opinion that they would like to share (Yee, 2014).

FGD can simply be defined as a discussion that is carried out systematically and directed on a particular issue or problem. Irwanto (2007) defines FGD is a systematic process of collecting data and information on a specific problem that is very specific through group discussion(Irwanto, 2017). William stated that FGD can spark off one another, suggesting different dimensions and nuances of the original problem that any one participant might not have thought of (William, 2012).

Focus group discussions involve two to eight people on average. Greater than eight participants becomes crowd for a FGD and is more suited for an advisory board (Prasad, 2017).

Focus group are typically composed of 5 to 8 people, but the size can range from as few as 4 to as many as 12. The group must be small enough for everyone to have opportunity to share insights and yet large enough people to provide diversity of perception (Krueger, 2015).

The students make the groups and select the participants. It is important to note that too few participants do not provide interesting variations, and too much will reduce the chance of each participant to contribute a deep thought so the ideal number is 7-11 people(Irwanto, 2017).

Facilitators or moderators should always remind themselves of the potential dangers that groupthink can pose on the outcome of FGD by ensuring fair distribution of opportunities to all participants to voice out their perspectives. FGD participants voluntary assumption of leadership roles and overly assertiveness should be professional discouraged. Individual participants in FGD should be discouraged as much as possible from socially distancing themselves from the others, in order not to influence or dictate indirectly the outcome of responses (William, 2012).

The purpose of the FGD in Personality Development learning is to explore information about students' understanding of the material provided online and its implementation in daily life. Through FGD students are expected to have the ability to think critically, creatively and innovatively in preparing group presentations and discussions. Furthermore, the implementation of systematic and focused discussions on one particular focus of the problem can build good communication skills and skills that require collaboration and high confidence so that the process of implementing the FGD can run smoothly. In accordance with the direction of the Minister of Education and Culture of the Republic of Indonesia, Muhadjir Effendy, that there are five competencies that must be possessed by students as capital that is needed to be able to compete in the 4.0 industrial revolution era. The five competencies are (1) The ability to think critically, (2) The abilities of creativity and innovative, (3) The ability of skills and good communication skills, (4) The ability to cooperate, and (5) High self-confidence(Adi Saputro, 2018).

Through FGD learning model, students are invited to have critical thinking skills, creative and innovative in preparing presentations and discussions in a group. The implementation of systematic and focused discussions on one particular focus of the problem can build good communication skills and skills that require collaboration and high confidence so that the process of implementing the FGD can run smoothly. Management of LFH during the Covid-19 pandemic carried out online, the ability to use information technology as a communication medium becomes important. The results of the implementation of FGD models in this study is expected to be able to develop students themselves in an effort to improve public speaking skills to be competitive in facing society 5.0.

RESEARCH METHOD

The learning design method used in this research is the ASSURE model. This research phases refer to the six steps; (1) Analyze Learners, the process of identifying and analyzing student characteristics that are adjusted to the learning outcomes. Related to the Learning From Home (LFH) environment that was applied during the covid-19 pandemic, literacy knowledge about covid-19 as a discussion material must be prepared by students, the ability to use ICTs and manage online discussions and how to behave in discussions to be the initial provision of students learning implementing this online FGD, (2) States Objectives, states the specific standards and learning objectives of public speaking material in Personality Development courses, it is the ability of students to display pose, communication and organizing discussions online, (3) Select Methods, the process of choosing methods, media and teaching materials to be used in learning. The implemented LFH utilizes online learning which is implemented to demonstrates the ability of public speaking through FGD and evaluation to find out the achievement targets of Personality Development learning, (4) Utilize Media and

Materials, the steps of teacher planning to use technology, media and materials to achieve learning objectives. This stage is carried out based on the 5P steps; Preview (media and materials), Prepare of media technology and materials, Prepare of Environmental, Prepare of students, and Provide learning experiences. Computer-based technology is applied in learning. Teaching materials in the form of media presentations and or learning videos are presented online and demonstrated public speaking skills using Zoom as an online FGD media, (5) Require Learner Participation, effective learning requires active student involvement. LFH requires the independence of students in learning, learning activities involve the active role of students, including in providing "Room" discussion through "Zoom" platform. Active student involvement and evaluation of the ability to manage discussions online shows whether the method used is effective or not; (6) Evaluate and Revise, assessment of knowledge and skills in accordance with student efforts in the learning process as well as the successful implementation of online FGD in improving public speaking skills are analyzed for follow-up reflection.

Implementation of the development of learning in educational technology and learning. The focus of development in the subject of Personality Development. The population sample is 355 students who take the Personality Development course in the even semester of 2019/2020.

Data collection through performance assessment using observation sheet displays the communication skills of students in the discussion forum. The skills during the research show several factors including: language acquisition and vocabulary are needed because to be a good and reliable speaker requires vocabulary and language mastery of legislators. The use of body language: facial expressions, hand movements, body movements, and the power of the voice (golden voice) are crucial in public speaking(Pane, 2014). Taking into consideration the success of learning outcomes, Yulianti (2015)(Yulianti & Herpratiwi, 2014) developed an assessment of public speaking and attitude assessment components refer to Yulianti's research (2020)(Yulianti & Sulistiyawati, 2020) based on the following matrix:

Table 1. Assessment aspects of public speaking

No.	Assessment Aspects	Assessment Score		
		0	**5**	**10**
1	Eye Contact	Avoid audiences' eye contact	Take eye contact to some audiences	Take eye contact to all audiences
2	Facial Expression	Express less, look afraid	No smile, look doubt	Rilex, please
3	Voice Intonation	Stammering	Low, doubt	Firm, convincing
4	Body Posture	Look un-comfortable	Sometimes it doesn't fit to visual poise	Implementing visual poise
5	Body Movement	Awkward	Doubtful	Firm, convincing
6	Hand Movement	No movement	Excessive movement	Gestures to emphasize explanations

7	Speaking Ethics	Offensive language	Polite, disorganized, un-systematically	Polite, Well-organized, systematically
8	Material Mastery	Reading	Memorizing	Explaining fluently
9	Grammar	Too many grammatical errors, so the explanation cannot be understood	Sometimes makes errors but it does not influence the meaning	Perfect
10	Pronunciation	Seriously mistakes, so the explanation cannot be understood	Easy to understand, even though mother tongue influences	Clear and be understood

Table 2. Attitude Assessment Indicators of Learning

Assessment Aspects	Assessment Indicators	Assessment Criteria
Affective	Honest	completing the lecturing activities honestly
	Discipline	completing the lecturing activities according to the time
	Independent	completing the lecturing activities independently
	Responsible	Having an awareness of their obligation to follow the lecturing stages

The measurement results of the learning model use 3 scales; 1 (= if the indicator is sometimes), 2 (= if the indicator is frequent) and 3 (= if the indicator is always). The assessment categories are grouped into 3; Fail (F), Good (B) and Excellent (A). The calculating method for categories based on Suharsimi's (Arikunto, 2013). The calculating is described on Table 3.

Table 3. Measurement Criteria for Learning Model Indicators Instrument

NO.	INDICATOR	SCALE	GRADE
1.	$\geq (\overline{x} + 1.\ SD)$	Always	Excellent
2.	$(\overline{x} - 1.\ SD) \leq \sum\ <\ (\overline{x} + 1.\ SD)$	Frequent	Good
3.	$< (\overline{x} - 1.\ SD)$	Sometimes	Fail

RESULTS AND DISCUSSION

In accordance with the objectives of national education based on UU No. 20 of 2003 on National Education, developing the potential of students to become human beings who believe and be devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens(Depdiknas, 2003). A learning innovation is needed to answer the problem of skills in the 21st century in order to form an Indonesian people who can compete in global challenges. The implementation of 21st century skills in the field of education can be developed through the improvement of communication skills of students through learning public speaking.

Universitas Teknokrat Indonesia is committed to preparing students to have competitiveness in the face of society 5.0. The role of educational institutions to prepare students,

who have critical thinking skills, be able to communicate well, be creative and innovative and the ability to collaborate by utilizing technology becomes important. The effort was made through learning innovations developed to improve communication skills in the Public Speaking material in this study is the application of the Focus Group Discussion (FGD) model in learning.

FGD is a systematic process of collecting data and information on a specific problem that is very specific through group discussions (Irwanto, 2006). FGD is intended to explore information about students' understanding of the application of Personality Development courses in everyday life. In dealing with the conditions of learning in the Covid-19 pandemic, the Learning from Home (LFH) model, the FGD learning model was conducted online. Thus students are invited to have the ability to think critically, creatively and innovatively in preparing presentations and discussions in a group.

The learning design in this study was carried out on public speaking material with the aim of increasing students' ability to communicate and organize discussions online. The learning method of contextual learning uses the LMS of Universitas Teknokrat Indonesia to deliver learning material. Practicing skills and evaluating the result of practice to find out the achievement of the target of learning public speaking through an online FGD. Preparation for learning is student analysis, teaching materials, media, and learning technology.

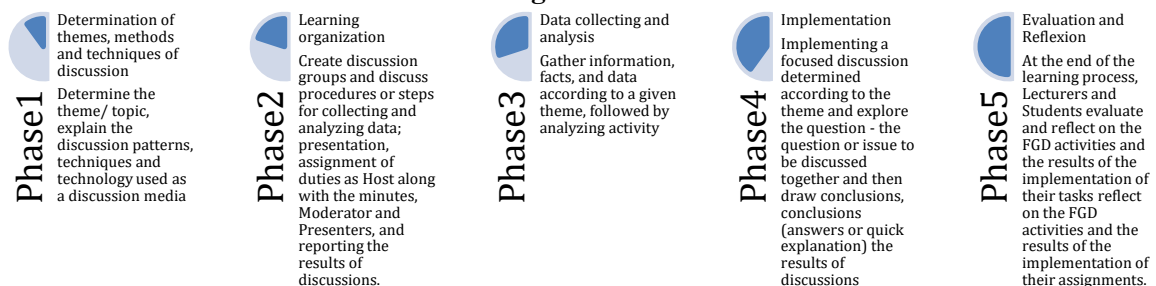Analysis of student characteristics related to their readiness for LFH which is applied during the Covid-19 pandemic by considering important things, whether students have communication tools in learning; gadgets, cellphones, laptops, or desktop computers, the ability of students to master computer applications, and adequate internet facilities to conduct online FGDs.

Teaching materials in the form of presentation media and instructional videos are presented online through LMS facilities for Lecturers and Students and showing public speaking skills using Zoom as an online FGD media. The cooperative learning model that involves the active role of students; (1) Planning a work team and an online FGD implementation schedule; (2) Collecting data and information related to the focus of the theme which is the subject of the material; (3) Making media presentations, sharing tasks as host, moderator, presenter, and audience, (4) Providing a "Room" discussion through "Zoom"; and (5) Making a report as a result of the implementation of activities. It is important for active student involvement and evaluation of the ability to manage online discussions to show whether the method used is effective or not.

FGDs allow a discussion environment with flexible, pre-prepared questions on predetermined topics (Krueger, 1994; Bowling, 2002)(Krueger, 2015). In this study, the implementation of learning that implements FGDs by determining topics that are focused on popular issues to be discussed such as the Covid-19 pandemic as discussion material. Preparations are made to facilitate communication through relevant questions to be discussed and each participant can express their opinion.

Instructional design models obtained FGD learning stages outlined in Table 2 below.

Table 4. Learning Phases of the FGD Model

Phase1	Phase2	Phase3	Phase4	Phase5
Determination of themes, methods and techniques of discussion. Determine the theme/ topic, explain the discussion patterns, techniques and technology used as a discussion media	Learning organization. Create discussion groups and discuss procedures or steps for collecting and analyzing data; presentation, assignment of duties as Host along with the minutes, Moderator and Presenters, and reporting the results of discussions.	Data collecting and analysis. Gather information, facts, and data according to a given theme, followed by analyzing activity	Implementation. Implementing a focused discussion determined according to the theme and explore the question - the question or issue to be discussed together and then draw conclusions, conclusions (answers or quick explanation) the results of discussions	Evaluation and Reflexion. At the end of the learning process, Lecturers and Students evaluate and reflect on the FGD activities and the results of the implementation of their tasks reflect on the FGD activities and the results of the implementation of their assignments.

The implementation of the FGD model aims to improve students' public speaking skills in the personality development course. This is evidenced by the results of the assessment obtained from a sample of 355 students, the average score of the students was 8.1, and the standard deviation was 1.8. The public speaking skills of students who got an A grade were 42% (149 students), those who got a B grade were 43% (153 students), and those who received E were 21% (53 students). The attitude assessment shows that 48% of students show very good character, 44% of good character and 17% of characters that do not meet the specified ethical standards. Character assessment in this case includes honesty, discipline, independence, and responsibility. The presentation of the calculation results is in the following tables and graphs.

Table 3. The Results Of The Percentage Measurement Of Learning Values

SCALE	Assesment		
	A	B	E
Public Speaking Skills	42% (149 students)	43% (153 students)	21% (53 students)
Attitude	48% (170 students)	44% (156 students)	17% (60 students)

The performance of students, 48% show excellent attitude, 44% good attitude, and 17% show worst attitude. It is informed on the chart below.
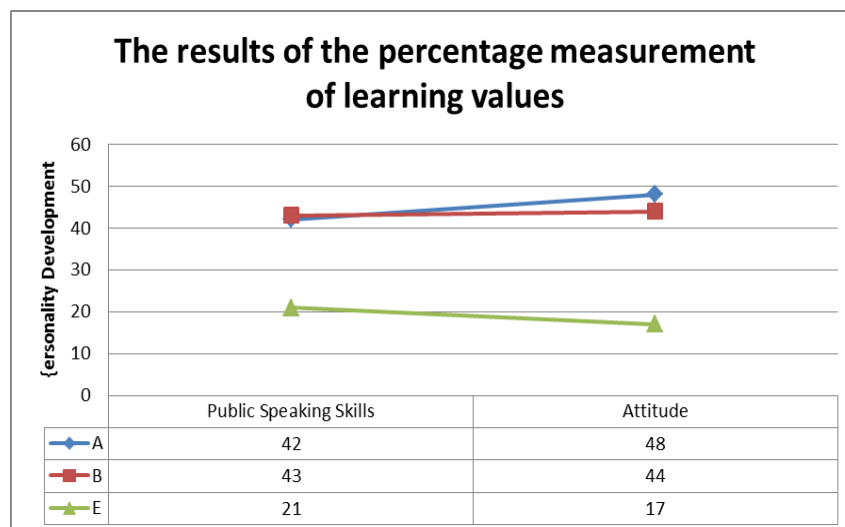

	Public Speaking Skills	Attitude
A	42	48
B	43	44
E	21	17

Fig 1. The Results Of The Percentage Measurement Of Learning Values

Based on the results of the implementation, the purpose of applying the FGD Model in learning is to improve students' communication skills through the public speaking program. The students performs their speaking skills trhough their enthusiasm expression in giving opinion of Covid-19 discussion. Character building is performed through respecting of others opinion, following the schedule of discussion, following the moderator's direc tion and responsibility of group members in carrying out the discussion. Khoo Mun Yee's opinion, that by

introducing a public speaking program to practice speaking English in a joyful and comfortable environment, students will be able to overcome their fear of speaking English and increase their level of motivation to speak (Yee, 2014).

Cognitive assessment is taken from the materials of students' presentation related to the depth of the material and information management. The materials is related to the topic discussion in the group of FGD, starting from what the covid-19 virus is, its impact on the human body, handling and spreading and prevention that we can do. The students's curiousity about covid-19 as public issue develops in FGD. Students' knowledge about the topic and their self confidence perform their preparation of material mastery.

The implementation of learning using the FGD model during the pandemic was carried out online. With this learning model, it can provide students with the experience of managing discussions by utilizing technology. Students are assigned to manage the discussion by organizing their groups as hosts, moderators, presenters, and inviting friends to participate in the FGD activities. This learning activity provides provisions for students to answer the challenges of 21st century learning. Assessment and Teaching of 21st Century Skills organizes 21st century skills that integrate knowledge, skills and attitudes, as well as mastery of Information and Communication Technology (ICT). These skills can be developed through various models of activity-based learning activities such as FGDs in accordance with the competency characteristics and Public Speaking learning materials.

Evaluate and Revise results obtained the online FGD learning model shows the ability of students to speak in public, mastery of material, the ability to manage discussions, and the ability to use information technology as a communication tool. Since the FGD activities take online, costs are required to get a network during the implementation of the activity. Limited funds available and limited internet signal in several areas are the main obstacles in the implementation of online FGDs. So that sometimes FGD activities have to be repeated several times to get maximum results. Furthermore, the use of FGD in the learning model can be used to bring up student ideas in learning or learning that prioritizes opinions aimed at communication skills.

CONCLUSIONS AND RECOMMENDATION

The Focus Group Discussion (FGD) learning model is designed in 5 stages; (1) Determination of the themes, methods and techniques of discussion; (2) Learning organizations; (3) Data collection and analysis; (4) Implementation; and (5) Evaluation and reflection. The trials results of the FGD model in learning Personality Development course of Universitas Teknokrat Indonesia, 355 student samples found 42% of students showed excellent public speaking skills, 43% of students demonstrated good skills and 21% were stated to be still unable to show their skills. FGD in learning models can be used to bring up the idea of learners in learning or learning that prioritizes opinion aimed at communication skills.

Acknowledgement

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