

PUBLIC SPEAKING TRAINING MODEL BASED ON LIFE AND CONTEXTUAL LEARNING FOR TEACHERS OF MI ALAM AL IKHLAS SENGGURUH KEPANJEN, MALANG

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ABSTRACT

Speaking is the process of delivering information from one person to another as opposed to the person speaking. Speech activity is marked by the speaker and the person being spoken to, the purpose or purpose of speaking, the atmosphere of the conversation, the content of the conversation, and the manner or strategy of speaking. Speech activities are said to be successful if the information reaches the individual or the audience well. The information by the recipient is then understood, studied, applied according to the purpose of the message, developed as a new form of creativity.

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Teacher's creativity in speaking is very much needed especially when dealing with Generation Z students. According to Tapscott (2008), Generation Z is a group born in 1998 to 2009. The youngest generation entering the workforce is Generation Z, also called i-Generation or generation Internet. Generation Z has similarities to generation Y, but generation Z is able to apply all activities at one time (multitasking) such as: running social media using a cell phone, browsing using a PC, and listening to music using a headset (Putra, 2016).

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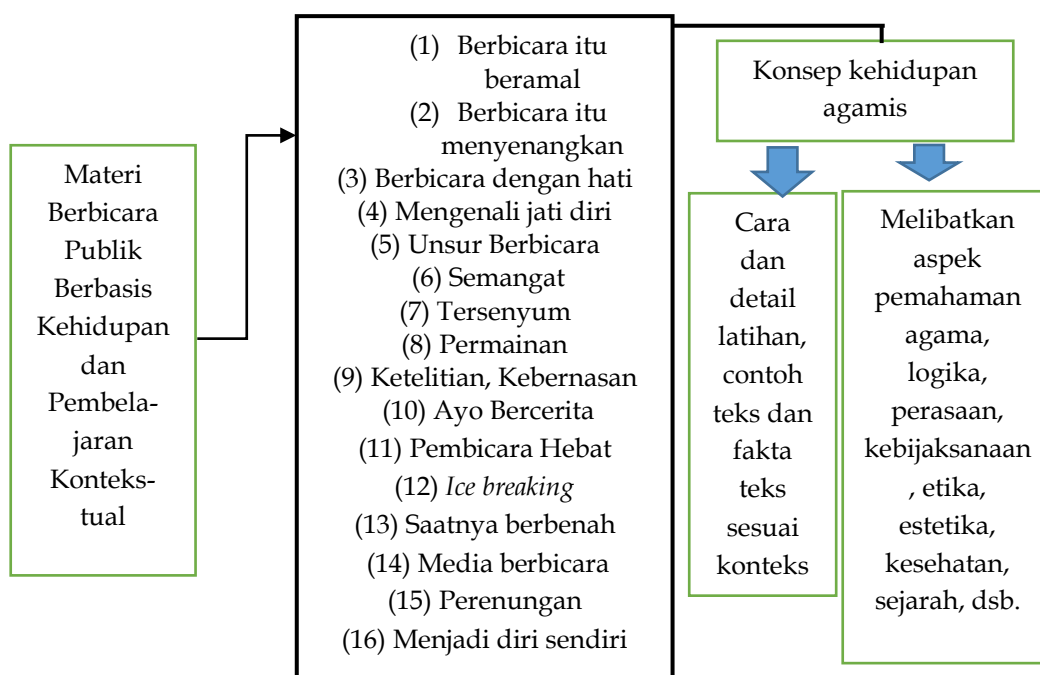
E-mail addresses: wahyudi.siswanto.fs@um.ac.id (Wahyudi Siswanto)

Learning that is suitable for generation Z is contextual learning. What is meant by Contextual Teaching and Learning (CTL)? Johnson (2007) suggests that the CTL system is an educational process that aims to help students see the meaning in academic material they learn by connecting academic subjects with contexts in their daily lives, that is, in the context of their personal, social and cultural circumstances. To achieve this goal, the system includes the following eight components: making meaningful linkages, doing meaningful work, doing self-directed learning, collaborating, thinking critically and creatively, helping individuals to grow and develop, achieving high standards, and using authentic judgment.

In the Life Based Public Speaking and Contextual Learning Training for MI Alam Al Ikhlas Teachers, Sengguruh, Kepanjen, Malang Regency, there were four speakers who delivered the scope of speaking in public. Two of them, Prof. Dr. Wahyudi Siswanto, M.Pd and Dr. Nita Widiati, M. Pd, delivered public speaking material according to the speaking training model or style she was training. The two models of speech training that were developed were (1) life-based public speaking training models and contextual learning with understanding religiosity and (2) life-based public speaking training models and contextual learning with object target strategies.

Both models of public speaking training are expected to improve the speaking skills of teachers in MI Alam Al Ikhlas, Sengguruh, Kepanjen, Malang Regency. The training is done in a simple and fun way so that it makes it easy for teachers to practice and hone their abilities. The two public speaking training models used are described as follows.

Life-Based Public Speaking Training Model and Contextual Learning with Understanding Religiosity



Source: Public Speaking, 2016. Wahyudi Siswanto. FS-Univ. Malang.

Example of the Training Process:

- (1) Strengthening one's faith, how important is the issue of the stability of faith. When individuals believe in their faith well, their thoughts and hearts will move positively and in balance. Psychologically, one's faith will guide him clearly when interacting (especially) verbally with others.
- (2) The introduction of the art of speaking, admiring the style of speech and success because of the ability to speak others. Learn what underlies successful people in speaking and how they live it.
- (3) Development of positive thinking, whatever is the subject of discussion is always based on positive thinking. Information is important to convey in the right and right way. A positive person will always take good things, even if the subject of the conversation may be "trivial", or something bad.
- (4) Believe in the ability to speak, success is not only in talking. Other abilities that a person learns well will lead the individual to success.
- (5) Starting from oneself and returning to being yourself, talking with individuals or audiences requires a great strength of oneself in the form of motivation. Similarly, when the ability to speak has been mastered by individuals, being yourself becomes very important when determining what public speaking style is appropriate.
- (6) Being happy when talking, with positive thinking makes speaking fun. Information interaction that is carried out with fun will make others happy, entertained, smiling, and happy.
- (7) Be conscientious and considerate, providing verbal information in any immediate response. Therefore, every conversation must always be based on caution so as not to make others offended, angry, and distrustful. Avoiding bad things in speaking, the speaker needs to really understand and believe what he is about to convey is true. The truth of the information must be checked carefully and accurately.
- (8) The dynamics of speech, humans not only understand speech; they are able to imitate people's talk. In fact, they are able to express their feelings, thoughts, and will in their conversation. The ability to speak individually from day to day continues to develop.

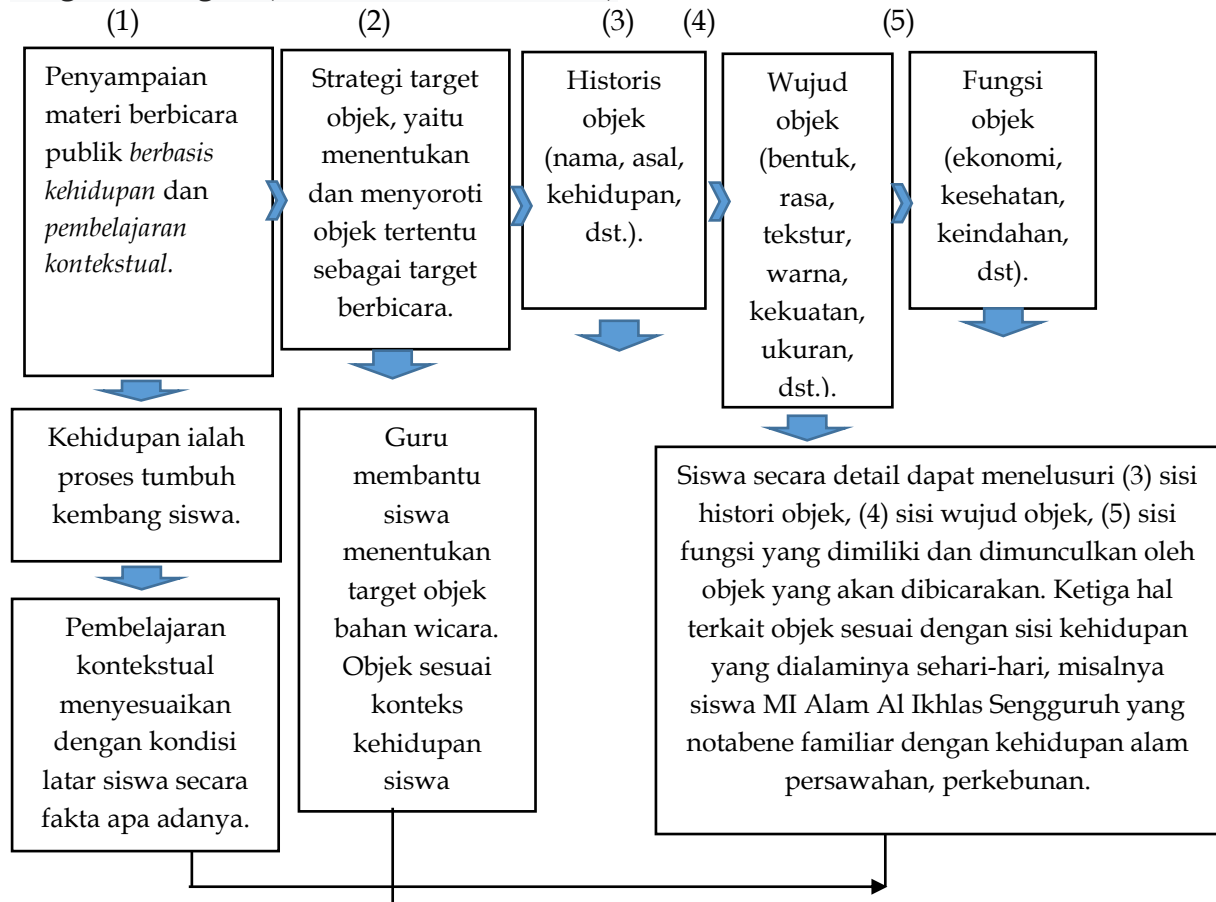
Examples of Training Tasks

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| <ol style="list-style-type: none">1) Tuliskan lima kelebihan Anda bila Anda berbicara di hadapan orang lain!2) Tuliskan beberapa kemampuan berbicara yang ingin Anda kembangkan di masa mendatang!3) Tuliskan lima kekurangan Anda bila Anda berbicara di hadapan orang lain!4) Tuliskan rencana Anda untuk mengatasi kekurangan Anda dalam berbicara yang ingin Anda lakukan di masa mendatang! |
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Note: The material and description of the speaking training are taken and excerpted from the book Public Speaking by Wahyudi Siswanto, and from training activities at MI Alam Al Ikhlas, Sengguruh, Kepanjen, Malang Regency. This model manages abilities public speaking individuals with outside management inside. Aspect religion becomes the strength of a person to carry out activities speak, besides the knowledge of the object to be discussed.

Assignments were given during the training in the hope of provoking teachers to be able to be creative and have material to practice speaking in public. The training assignment is important because it can be used to provoke and measure the speaking abilities of the trainees.

Life-Based Public Speaking Training Model and Contextual Learning with Object Target Strategies (Dr. Nita Widiati, M.Pd)



Example:



Sumber: <https://buahnagasuperred.wordpress.com/sejarah-buah-naga>

The teacher can guide students to search for object literacy to be discussed. The target object is determined by the teacher, as well as the qualifications of the target object's material must be in accordance with the historical side, shape or form, and the function or usefulness of the object for humans.

Sejarah Buah Naga

Berasal dari manakah buah naga?
Mengapa disebut buah naga?.....
Nilai mitologi apa yang dihadirkan buah naga?

Wujud Buah Naga

Bagaimana akar, bunga, kulit, dan isi buah naga?.....
Berapa jenis buah naga?
Warna buah naga berapa macam?.....

Fungsi Buah Naga

Bagaimana budi daya buah naga?
Menjadi komoditi ekonomi kah buah naga?
Mengonsumsi buah naga, berbahaya kah?
Fungsi keindahan apa yang dihasilkan oleh buah naga?

Instruksi

Setelah menelusuri kesejarahan buah naga dan Anda mendapatkan informasi yang lengkap. Susunlah informasi yang didapat itu dengan rinci sesuai pemahaman dan kemungkinan strategi penyampaian secara lisan di hadapan khalayak.

Information:

Material and description of Life Based Public Speaking Training and Contextual Learning MI Al Ikhlas Sengguruh, Kepanjen, Malang Regency was designed for the training activities. This simple model supports the side of student life according to the setting. With this model students are expected to easily do public speaking activities because the material has been carefully prepared. The object of material has been mastered by students, so that their speaking ability will be maintained well.

CONCLUSIONS

Speech activity is marked by the speaker and the person being spoken to, the purpose or purpose of speaking, the atmosphere of the conversation, the content of the conversation, and the manner or strategy of speaking. Dedication of public speaking training was carried out twice, on June 23, 2019 and on August 10, 2019. The results from the implementation of community service showed that the skills and confidence of teachers in speaking increased. Skill enhancement was seen in the second training. The teacher can make a draft material that will be discussed publicly.

In order for teachers to become more proficient in public and classroom speaking, public speaking training needs to be conducted regularly. Public speaking skills can not be formed instantly, but can be trained regularly.

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