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PKM Public Speaking Training for Students and Teachers of Al Mubaarok Vocational School Rembang

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Abstract: The problem in this research concerns students' self-confidence in public speaking skills
Lack of self-confidence Many people feel insecure when speaking in public, which can hinder effective communication. Stage anxiety, many speakers, both old and new, experience stage anxiety. Difficulties with Presentation Structure Building a clear and effective presentation structure is one of the challenges in public speaking. The method used in this research uses a qualitative method. The approach used in this research uses a narrative approach. The data in this research were obtained from observations, interviews and documentation at the Al Mubaarok Rembang Teachers' Secondary School. Data collection techniques in this research used observation techniques, interview techniques and documentation techniques. Data analysis in this research uses reduction techniques, data presentation, and drawing conclusions. The results of this research, teachers and students are more confident in speaking in public, teachers and students are able to overcome anxiety when practicing public speaking, teachers and students become more confident and fluent in making clear and effective presentations
Keywords: training, public, speaking, anxiety,

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1. Introduction

Public speaking skills are an important aspect in everyday life, especially in the context of education and career. At Al Mubaarok Rembang Vocational School, awareness of the importance of this skill is increasing, considering its positive impact on communication skills and overall self-development. However, even though awareness of the importance of public speaking is increasing, there are still many students and teachers who experience difficulties in developing this skill. Low public speaking skills not only affect communication abilities, but also limit the potential of students and teachers to convey ideas and thoughts confidently and persuasively. The skill of speaking and conveying messages well shows the sequence of a person's train of thought (Darmuki & Hidayati, 2019); Ahsin, et. al (2020); Ahsin, et. al (2020); Al Mabruroh, et. al (2020); Angelia, et. al (2020); Arukah, et. al (2020). In this context, public speaking training becomes an urgent need. This training not only aims to improve public speaking skills, but also to build strong self-confidence for students and teachers. Thus, it is hoped that this training can make a positive contribution in the formation of individuals who are communicative, confident, and able to convey ideas clearly and persuasively.

In this case, students and teachers at Al Mubaarok Rembang Vocational School are an important first step in designing effective public speaking training. Here are some aspects that need to be analyzed:

1. Current Skill Level: It is necessary to evaluate the level of public speaking skills possessed by students and teachers. This can be done through direct observation, questionnaires, or practical tests.
2. Awareness of the Importance of Public Speaking: Analysis of the extent to which students and teachers realize the importance of public speaking skills in personal and professional life.
3. Challenges Faced: Identify the challenges faced by students and teachers in developing public speaking skills. These can include nervousness, lack of practice, or a lack of understanding of effective speaking techniques.
4. Interest and Motivation: Evaluate the interest and motivation of students and teachers to take part in public speaking training. A high level of motivation will influence participation and involvement in training activities.

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5. Special Needs: Analysis of the special needs of students and teachers in developing public speaking skills. For example, some participants may need more help in overcoming nervousness, while others may need more practice in presentation structure.

By analyzing partners' conditions thoroughly, public speaking training can be designed to be more targeted and provide maximum benefits for students and teachers at Al Mubarok Rembang Vocational School. The Speaking Skills course is a very important subject to master to improve students' ability to think in conveying thoughts, concepts and information to other people (Darmuki, 2019); Fathurohman, et.al (2019); Fathurohman and Setiawan (2020); Fathurohman and Purbasari (2020) . Students' flow of thinking in conveying their ideas or thoughts will show their intellectual capacity and knowledge. The ability to speak is very important in people's daily lives, especially in communicating with other people to convey messages or information.

The aim of learning human language is the process of changing behavior through interaction with learning resources as explained by (Darmuki, 2019); Ahsin and Ristiyani (2019); Ahsin et. al (2019); Ahsin and Fathurohman (2020). Lecturer creativity is important to make learning interesting and not boring, it needs to be honed and improved continuously (Darmuki, 2019); Ristiyani (2017); Ristiyani et. al (2017); Rodli et. al (2019); Roysa and Ahsin (2020); Umah et. al (2020). So the aim of the speaking skills course is to improve students' ability to communicate fluently so that the message conveyed can be well received by the interlocutor, training students' thinking power to communicate coherently and rationally. For this reason, this mastery must be practiced continuously until the learning objectives are achieved. Lecturers' attention is more focused on mastering speaking skills than other abilities (Darmuki & Hidayati, 2019:122). For various reasons, students have not learned the material completely. Starting to have difficulty speaking coherently, organizing a coherent flow of speech, and composing good spoken words. Therefore, syntax, phonetics, and vocabulary are important components of the language acquisition process. This study uses psycholinguistic theory, which consists of two fields: psychology and linguistics. Psychology studies how children's brains produce language, while linguistics studies how language is produced. Preparing the flow of thought and language is one way to become a skilled speaker. developing ideas, trying to imitate them, and putting them into practice. By imitating and practicing speech (sounds), students will learn to pronounce words with intonation, dialect and tone of voice that match the flow of thought and concepts that have been prepared. The mind map method will help students master concepts and logical thinking.

Language is an important part of communication in achieving intentions. Clarity of speech will make the meaning of someone's words clearer, which reduces errors in interpretation and understanding. As a language skill he learns, there are bound to be many problems to overcome. Poor interest and speaking skills or slurredness are one of the problems that often arise when learning speaking skills. This lack of ability remains even though the lecturer uses a learning approach in class. This lack of ability also does not occur even though the learning approach used by the teacher in the classroom is used. The ability to manage the class and apply learning methods is one of the factors that causes students' interest and speaking skills to remain low. One of the important things that teachers must consider when teaching is learning methods. The learning process itself will be influenced by choosing the wrong learning strategy.

2. Implementation Method

From the problems that exist in the field, interactive and practical solutions can be offered to overcome these problems. This training aims to train the courage to speak in public as a learning medium for students and teachers at Al Mubaarok Rembang Vocational School.

The following is a public speaking training method that can be adapted for students and teachers at Al Mubaarok Rembang Vocational School: First, the Preparation Stage includes (a.) Concept Explanation: Start with an explanation of the meaning and importance of public speaking. (b) Inspirational Examples: Share inspiring examples of public speaking from famous or historical figures. (c) Material development includes: Speaking techniques, namely practicing basic techniques such as breathing control, correct intonation, and good body posture, presentation structure, namely teaching about dividing presentation material into an effective introduction, body and conclusion, and word choice. namely training participants to choose the right words according to the audience and context of the presentation.

Second,Training: (a) Presentation Simulation: Give each participant the opportunity to practice their presentation in front of the group. (b) Constructive Feedback: Provide clear and constructive feedback after each presentation to help participants improve. (c) Use of Technology with video recording, namely using technology to record participants' presentations so that they can see and evaluate their own progress, and learning applications, namely using applications or online platforms that can help participants to practice public speaking skills.

Third, The Evaluation Phase includes (a) Periodic Evaluation: Conduct periodic evaluations to measure participant progress and adjust the training program if necessary. (b) Advanced Development: Offer advanced development programs for participants who wish to continue improving their public speaking skills.

3. Results and Discussion

The discussion begins with a discussion of the meaning of public speaking and presentation skills. Public speaking is the ability a person has to convey or present a topic directly in front of many people. Based on this definition, public speaking is a procedure for speaking in public, so it must be done in a coherent and planned manner.

Public speaking is not just speaking in public but rather the ability to speak in a structured manner that is easy for many people to understand in a short time. In this material, participants are also given training regarding the process of conducting public speaking from preparation to evaluation. The second material is about the purpose of the presentation. The purpose of someone making a presentation is:

a. Conveying information or messages can be ordinary, important or even confidential.
b. Convince listeners with audio-visual ideas. The presentation contains information, data and evidence that is arranged logically so that the information presented can make a person or group of people feel confident in what has been presented.
c. Motivate and inspire the audience so that the purpose of conveying ideas can be more easily understood or comprehended.
d. Promote products or services to attract the interest of the audience.
e. Enables the audience or listeners to come up with new ideas or concepts according to the topic or discussion being presented.
f. Touching the emotions of the listeners in the presentation itself with PKM instructions on how to apply good and correct language and writing.

By participating in this training, it is hoped that teachers and students can improve their public speaking skills, which will give them confidence and the ability to communicate better. Students who have good public speaking skills can improve their academic performance because it allows them to convey concepts and knowledge in a way that is easier to understand and interesting to others. It is hoped that the long-term results of this training will equip teachers and students with relevant skills to face future challenges, as well as improve student-teacher relationships.



Participants practice presentations in public

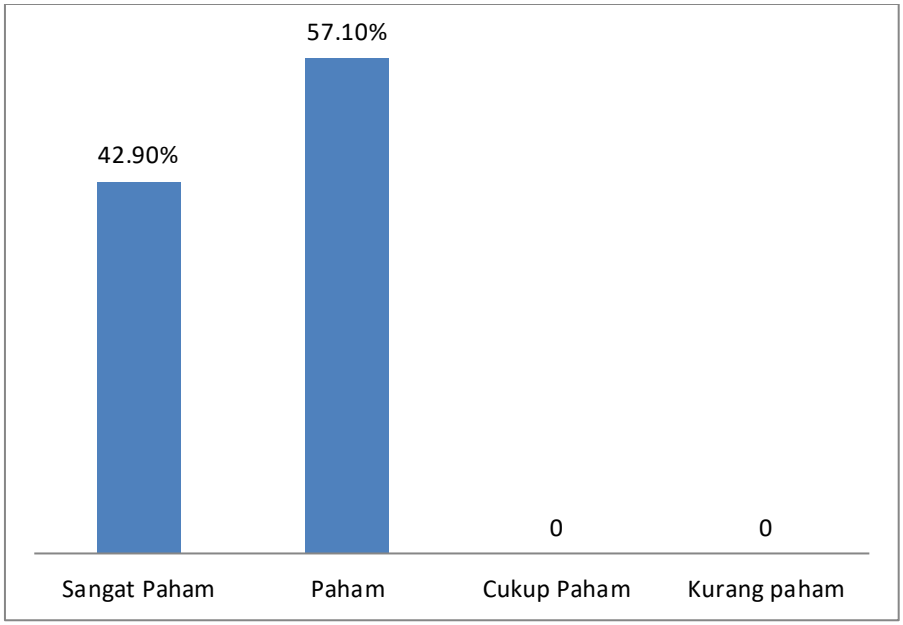


Figure 1: Percentage of benefits of public speaking

Figure 1 The above shows that 42.9% of teachers and students at Al Mubaarok Rembang Vocational School really understand and 57.1% understand the benefits of public speaking.

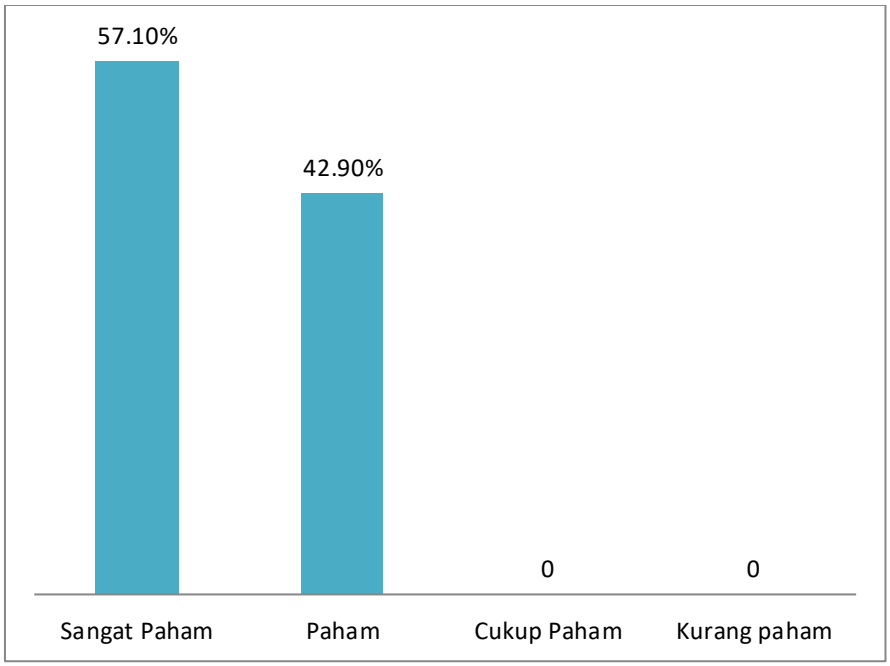


Figure 2: Percentage of understanding public speaking

Figure 2 above shows that 57.1% of teachers and students at Al Mubaarok Rembang Vocational School really understand and 42.9% understand public speaking.

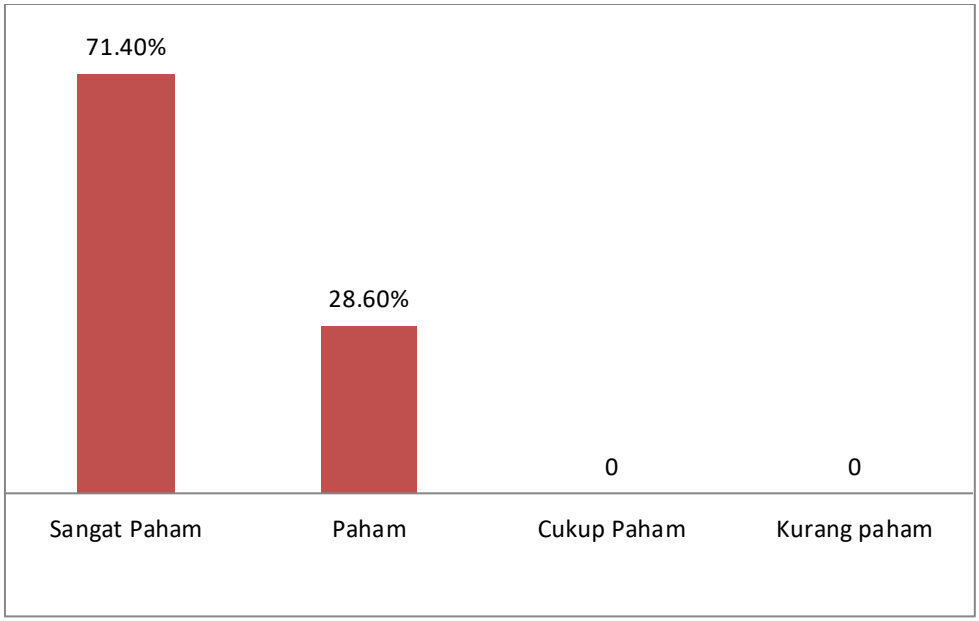


Figure 3: How to make a presentation in public

Figure 3 above shows that 71.4% of teachers and students at Al Mubaarok Rembang Vocational School really understand and 28.6% understand how topresent well.

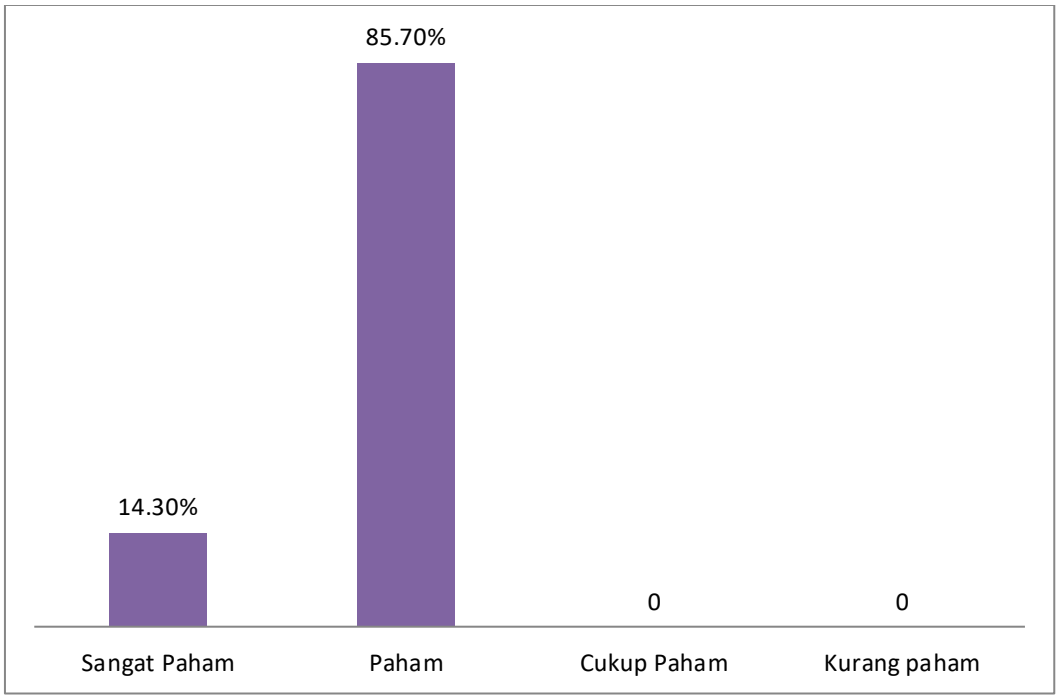


Figure 4: Methodmaster language intonation

Figure 4 above shows that 14.3% of teachers at Al Mubaarok Rembang Vocational School really understand and 85.7% understand language intonation.

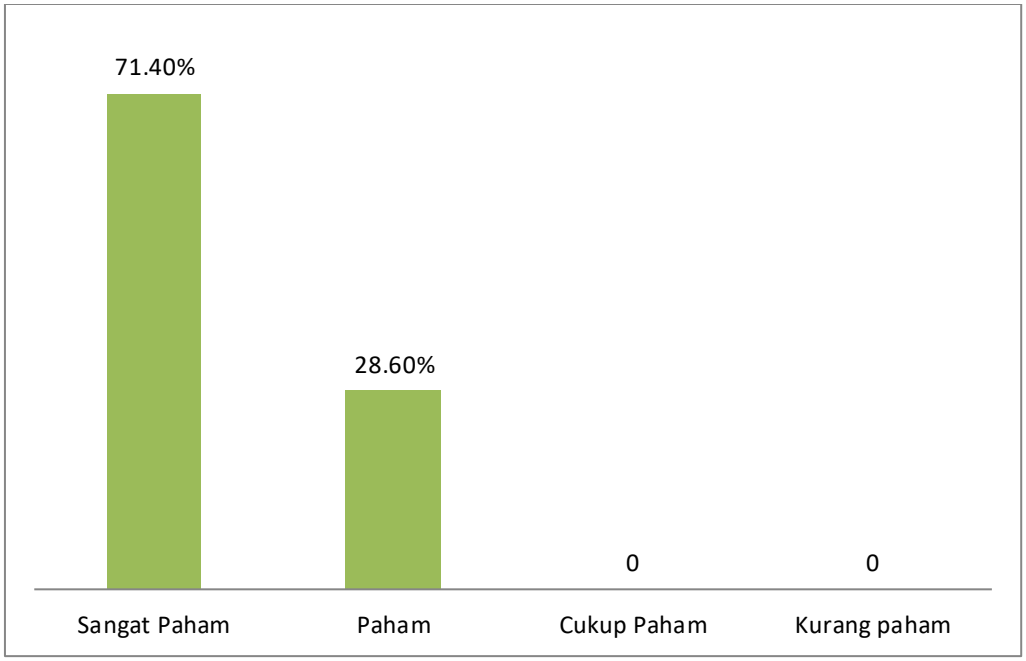


Figure 5: Methodpronounce correct grammar

Figure 5 above shows that 71.4% of teachers at Al Mubaarok Rembang Vocational School really understand and 28.6% understand how to pronounce grammar correctly.

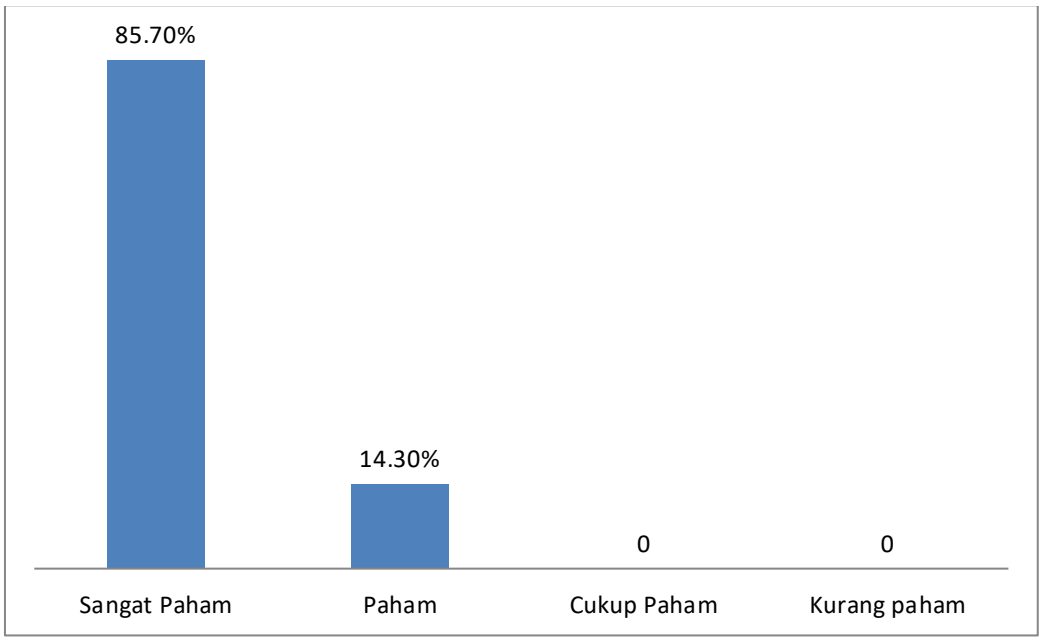


Figure 6: Methodmaster body gestures

Figure 6 above shows that 85.7% of teachers at Al Mubaarok Rembang Vocational School really understand and 14.3% understand how to understand correct body gestures.

4. Conclusion

This research discusses public speaking, which includes students' self-confidence in public speaking skills and self-confidence. Many people feel insecure when speaking in public, and this can hinder effective communication. Stage Anxiety, many speakers, both old and new, experience stage anxiety. AL Mubaarok Vocational School carries out community service well, and the enthusiasm of the students is extraordinary. This PKM activity gives students knowledge about public speaking and good presentation techniques, which can help them. Students feel more confident and better prepared to give presentations in front of the class. In addition, we provide students with information about several famous public speaking figures to watch and learn thoroughly through other media such as YouTube, so that they can set examples to emulate. Apart from that, this activity might provide inspiration to partners, namely SMK AL Mubaarok, to create, display and bring material to class in a more enjoyable way.

Public speaking research training given to teachers and students of SMK AL Mubaarok Rembang can help improve their public speaking skills. These teachers realize the importance of Public Speaking to increase speaking interactions for their students. The group members consist of vocational school teachers in Rembang Regency. In particular.

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