

THE DRILLING METHOD TO ENHANCE STUDENTS' PUBLIC SPEAKING AT TAHFIDZ TAKHASSUS DAARUL QUR'AN ISLAMIC BOARDING SCHOOL PALEMBANG

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Abstract: Indonesia is preparing to enter the era of Society 5.0 where all aspects of life are interconnected without space and time limitations. Students in Islamic boarding schools must also have the competence to communicate, to think critically, and to collaborate on projects. It is important for the younger generation to improve their public speaking competence so that they can express their critical and creative thoughts in front of others. This study is a descriptive qualitative study and the data are collected by observations. This study aims to describing how to train students' public speaking skill through drilling method. The samples as well as subjects of this study were 28 students. Public speaking training was conducted for a month using the drilling method at the Tahfidz Takhasus Daarul Qur'an Islamic Boarding School Palembang. The drill method was carried out in seven steps namely association, objectives and core material delivery, motivation, practices, demonstration, evaluation, and program follow-up. The training was carried out by introducing the material through lectures and discussions, and was continued with the drilling method to train the students' rhetorical or speech competence in public. Students demonstrated public speaking in English, Arabic and Indonesian. The advice given to the training participants is to maximize training in public speaking, especially making speeches in various languages so that they can be used when engaging in society.

Keywords: *Public Speaking; speech; drill method*

INTRODUCTION

Nowadays Indonesia is preparing to enter the era of Society 5.0 where all aspects of life are interconnected without space and time limitations. The increasingly rapid

globalization becomes one of the reasons why there are several competencies that must be owned by the community, especially the younger generation, including students in Islamic boarding schools. These

competencies are communicating, critical thinking, and collaborating (Novrizaldi, 2021).

One of the competencies that has high urgency in this era is the ability to communicate (Grieve, Woodley, Hunt, & McKay, 2021), especially public speaking which is often called rhetoric (Bucchi & Trench, 2021). Rhetoric is a communication in which the communicator deals directly with the masses or in front of audience (Sulistyarini, 2020). A speaker also needs to control anxiety when speaking in public (Pontillas, 2020). Dissemination of the results of ideas with good techniques is very important so that the message is conveyed properly (Anartia, Amaretha, & Meltareza, 2022).

Therefore, it becomes urgent for the younger generation to improve their public speaking competence so that they can express the results of their critical and creative thoughts in front of others (Savithri, 2019). By conveying thoughts to others, opportunities for collaboration in various fields will also be more open, both in terms of education, business, and technology exchange. One of the steps that must be taken to improve public speaking competence is practicing continuously (Bailey, 2019). Basically, the more practice you have for public speaking, the more competence you will have (Masitoh, 2022).

The Tahfidz Takhassus Daarul Qur'an Islamic Boarding School had several problems regarding the competence of students in terms of public speaking. The students are the younger generations who have the potential in working together in various fields, so it is important for students to hone their competence in public speaking, but students experienced difficulties in practicing speech in front of other people.

It was found that the things influencing

the ability to communicate and to speak in public include internal factors such as mastery of the material, language vocabulary, training intensity, motivation, and external factors such as the support system from the environment (Wijayanti, 2022). Simultaneous educational efforts are needed regarding the importance of continuous practice to hone public speaking competence. Thus, the alternative problem solving used is to provide training on public speaking for students so that they can enhance their self-confidence and can demonstrate communication in front of the public.

According to the description, it is necessary to hold a program to train students in public speaking intensively. Therefore, researchers from the State Polytechnic of Sriwijaya together with the Tahfidz Takhassus Daarul Qur'an Islamic Boarding School took the initiative to conduct a "Public Speaking Training" activity which students could take part in to hone their public speaking competence.

Training is a systematic effort to master skills, rules, concepts, or ways of behaving that have an impact on improving work performance (Mustofa, 2012). Training basically includes teaching and learning processes and exercises aimed to achieving a certain level of competence or work efficiency. Training can be carried out in three stages, such as arranging material for training, evaluating, and executing (Aryanti et al., 2022). The object of the training is to develop expertise, so that work can be completed more quickly and more effectively, develop knowledge, so that work can be done rationally, and develop attitudes, so that it creates the ability to cooperate with fellow employees and with leaders (Arikunto, 2003).

Public speaking training can increase

self-confidence (Rahmiati, Ridwan, Faridah, & Suriati, 2022), so that the anxiety of public speaking is less (Laske & DiGennaro Reed, 2022). Good mastery of public speaking skills can help to present clear and attractive ideas (Prihandini, Heriyati, & Putra, 2022) and avoid message misunderstanding (Nadia & Yansyah, 2018). Public speaking training experiences are distinctively related to cognitive control (Xie & Antolovic, 2022). Basically public speaking training can be done either with digital media (Setyowati et al., 2020) or in-person training.

One method that can be used is the drill method. The drill method means doing the same thing repeatedly and seriously with the aim of perfecting a skill to becomes permanent skills (Sudjana, 2001). So the trainees do the same thing, repeatedly in earnest with the aim of perfecting a skill.

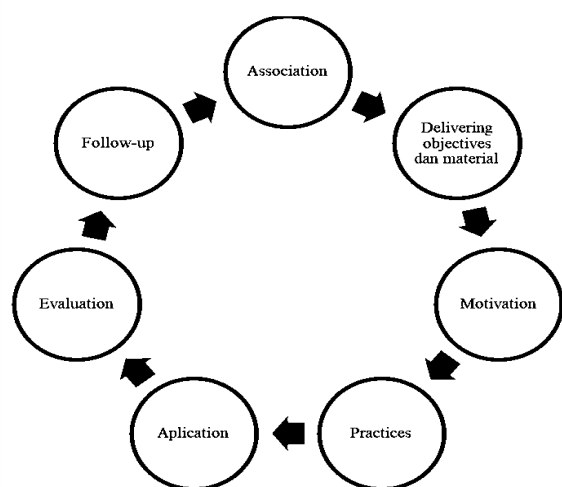


Figure 1 Design of Drill Method
source: (Sudjana, 2001)

The advantages of the drill method are that in a relatively short time, students can acquire the expected mastery and skills, students have ready-to-use knowledge, and trained students learn regularly and disciplined, students acquire motoric skills, students gain mental skills, students can form habits to be precise and fast in doing something, creating a feeling confident that

students who success in learning has had a special skill, and it is easier for teachers to distinguish disciplined and undisciplined students (Alipandie, 2015).

The weaknesses of the drill method are that it inhibits the talents and initiative abilities of students, the adjustment of students to the environment becomes static, and forms student learning automatically and rigidly, causing boredom, and students tend to learn mechanically (Alipandie, 2015). However, researchers still use the drill method to train students' skills in public speaking because of its characteristics can to be done in a relatively short time but can get maximum results.

The training was carried out by introducing the material through lectures and discussions, continued with the drilling method to train students' rhetoric competence or speech in public. This training program can help provide information, raise awareness, and train public speaking, especially for students. Researchers also hope that this program can foster students' self-confidence to be able to communicate their thoughts in public.

Therefore, the problems can be identified as follows

1. What was the right material to use in public speaking training at Tahfidz Takhasus Islamic Boarding School Daarul Qur'an Palembang?
2. What were the methods applied in public speaking training at the Tahfidz Takhasus Daarul Qur'an Islamic Boarding School Palembang?

The purposes of this research were to provide the right materials in public speaking training and to apply the right methods in public speaking training in Islamic boarding schools.

The benefit of this activity is to provide an alternative method of public speaking

training to the younger generation, especially students at Islamic boarding schools to enhance their competence. In addition, students gain experience and motivation to continue learning and hone their public speaking.

METHOD

The approach used in this study is a qualitative approach which emphasizes more on the analysis of deductive or inductive inference processes and on the analysis of the dynamics of the relationships between observed phenomena using scientific logic. The research is a case study on the implementation of training to improve the ability of Islamic boarding school students in public speaking. Researchers carried out observation techniques to obtain the data. The data obtained was described using a qualitative descriptive technique. Researchers carried out public speaking training activities for students and observe their behavior to find out student development skills while the drill method was applied. Observations were also made on aspects of students' pronunciation, intonation, and expressions when demonstrating their speech in front of their friends. Apart from being carried out by researchers, Islamic boarding school administrators also assisted in controlling training activities.

The activity was carried out at the Tahfidz Takhasus Islamic Boarding School Daarul Qur'an Palembang which is located in the Talang Kelapa Village, Alang-Alang Lebar District, Palembang City, South Sumatra Province, Indonesia. The population as well as the target and subject of this activity were 28 students. The time for carried out the activity was September 1st until 30th, 2022 which was divided into three phases. The first phase was the delivery of

material about the theory of public speaking. The second phase was training using the drill method which was assisted by supervision by the Islamic boarding school administrators. The final phase was a demonstration of public speaking or rhetoric by students.

Researchers checked the reliability of qualitative data with internal validation that matched the research design with the results achieved. The researchers also performed external validation with the accuracy that the research results were applicable and generalizable to the population in which the study was taking place. The two validation techniques use criteria, such as credibility, transferability, dependability, and Researchers checked the reliability of qualitative data with internal validation that matched the research design with the results achieved. The researchers also performed external validation with the accuracy that the research results were applicable and generalizable to the population in which the study was taking place. The two validation techniques use criteria, such as credibility, transferability, dependability, and confirm ability. To obtain correct, valid information and a complete picture of the public speaking training, the data analysis technique used refers to data analysis (Huberman, 2014) which includes data collection, data reduction, data display, and conclusions and verification.

RESULT AND DISCUSSION

This section describes the results and discussion. The implementation was carried out with public speaking training activities at the Tahfidz Takhasus Islamic Boarding School Daarul Qur'an Palembang. The first activity sub-stage was preparation for training by compiling the required materials and determining the appropriate training

method. The second sub-stage was the implementation of training carried out with the help of the Islamic boarding school management team as supervisors, students as participants, and researchers as public speaking training facilitators. At this stage, the researchers also carried out program evaluation activities and monitored the competence of students after receiving training. This stage was carried out for a month or four weeks from September 1st - 30th, 2022.

The selected material was the Rhetoric Textbook (Sulistyarini, 2020) which was chosen according to students' psychology and needs. The material was delivered by lecture and discussion methods. The material points presented were types of speeches, speech steps, stages of presenting speeches, and principles of speech delivery.

Material points about the types of speeches delivered to students were informative speeches (oral reports, oral instructions, and informative lectures), persuasive speeches (lectures, motivational training, and campaigns), and recreational speeches (light speeches interspersed with humor).

The material points about the steps of the speech delivered to the students were choosing topics and objectives, formulating titles, determining the points of the speech content, developing sentences of the content speech, and presenting the speech.

Material points about the stages of presenting a speech delivered to students are building self-confidence, building credibility with good intentions, and conveying the contents of the speech in pleasant language.

Material points about the principles of delivering speeches delivered to students are visual contact by looking at the audience, processing vocals so that they are heard clearly and according to intonation, and

processing visuals with physical movements and facial expressions.



Figure 2 Lecturing of material
source: researchers' directory

At this stage the students were enthusiastic as evidenced by several students asking questions during the discussion session. The questions from the students are how to build a feeling to deny stage fright and nervousness when giving a speech, how to make louder voice even without a proper sound system, how to make a speech easy to hear and the message of the speech reaches the audience properly, and how to choose fun and attractive sentences to make the speech is not boring, how about public speaking using media or props. The facilitator answers these questions with brief explanations and direct examples as well as videos showing people giving speeches.



Figure 3 Discussion Session
source: researchers' directory

In addition to presenting the basic material, the presenters also gave tips on using simple terms and ways of pronunciation and intonation that are often used in speeches in English, Arabic and Indonesian so that students can practice them when giving speeches in public. At the end of the material delivery session, students were given motivation so that they were even more enthusiastic about public speaking practice.



Figure 4 Motivation Session
source: researchers' directory

After the material session was over, students formed small groups of 2-3 people to discuss and determining the theme and content of the speech. Even though students could discuss in groups, they still composed the contents of the speech individually. The contents of the speech were delivered in English, Arabic and Indonesian because the Islamic boarding school program trains students to communicate in multilingual. In making speech texts, participants were allowed to open printed dictionaries or digital media such as machine translators or online dictionaries.

In this session, the researcher as a facilitator accompanied the students to guide and answer questions related to the students' speeches. After the students finished compiling the speech text, the facilitators

evaluated and corrected the script if there were any grammatical errors. After the script evaluation, the script was returned to the students to be memorized and trained using the drill method.

The public speaking training method that had been implemented was the drill method or the students do the same thing, repeatedly, in earnest with the aim of perfecting their skill. The researchers as the facilitator exemplified how good public speaking is by demonstrating speeches in English, Arabic, and Indonesian. Students practice independently to repeat speech demonstrations or public speaking. Then the training participants took turns advancing in front of the audience by demonstrating their speeches in English, Arabic and Indonesian.



Figure 5 Public speaking performances
Source: researchers' directory

According to description above, the researchers carried out training activities in the order according to the drilling method, namely:

1. Carried out the association, which was to provide an overview of the material about public speaking learned by showing video examples of people giving speeches.
2. Conveyed learning objectives to students about what competencies students will gain after carrying out public speaking training.

3. Motivated students by giving motivational words and giving examples of national and world figures who have succeeded in their careers because of good public speaking skills.
4. Provided important points of material in public speaking and students carried out guided exercises in direct training sessions with researchers. In addition, outside the classroom when the session with the researchers ended, the Islamic boarding school management team and researchers integrated two weeks of public speaking practices with the guidance of the Islamic boarding school management team.
5. The application stage was carried out by students demonstrating speeches in English, Arabic and Indonesian according to their talents that have been trained in front of audiences.
6. Researchers and management of Islamic boarding schools evaluated public speaking training programs by observing obstacles during implementation and analyzing students' abilities in public speaking.
7. The final stage was following-up which means that according to the observational data, the Islamic boarding school management arranged further activities to improve students' public speaking.

During the implementation of the training, no obstacles were encountered because this program had been prepared carefully, and with the help of the Islamic boarding school management team as field supervisors, the training situation was conducive. The enthusiasm of the trainees during the material sessions, discussions and practices also contributed greatly to the smooth implementation of this activity. However, what needs to be paid attention to was the aspects of students' pronunciation,

intonation, and expressions when giving speeches that need to be improved again so that the message conveyed is clear and does not cause misperceptions among the audience.

Researchers observed situations during the training process to evaluate students' pronunciation, intonation, and expressions when demonstrating public speaking in front of their friends. These three aspects are important aspects for students to master so that the message to be conveyed through a speech can be well received by the audience. The observation results can be seen from the figure below.

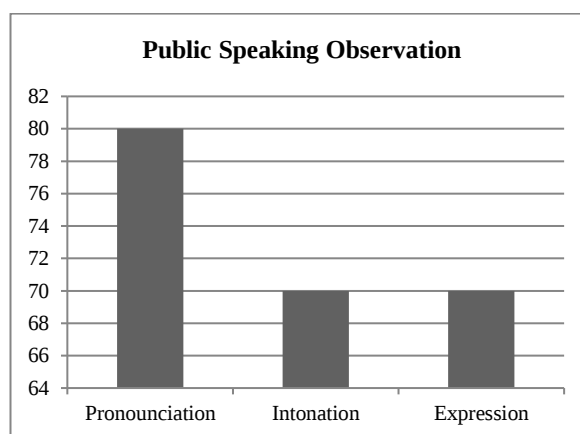


Figure 6 Observation Result
source: researchers' data

Based on observations by researchers, during the implementation, 80% of students had good pronunciation when delivering sentences was easy to understand. 70% of students had good intonation when demonstrating speeches and 70% of students could express the sentences they say during speeches so that the message of the speech can be well received by the audience.

Overall, students had good pronunciation because they were used to communicating in English, Arabic and Indonesian while living at the Islamic boarding school. The intonation aspect still needs to be improved because most of them are not used to appearing in public. For this

reason, it was necessary to have additional programs at Islamic boarding schools that can provide more opportunities for students to communicate in front of the public. Apart from that, students also need to pay special attention to the expressive aspect of students because students still have to learn to display attractive expressions so that they can attract the audience's interest in listening to the speech and the message of the speech is conveyed properly.

The objectives of this activity were achieved. It can be seen from the students of Islamic boarding schools who had competence in practicing public speaking in daily life. The expected target of this activity was to enhance awareness, enhance knowledge and understanding of the community, especially for students to be able to enhance public speaking competence. In addition, it was expected that students could practice public speaking in their daily lives.

Public speaking training with the drill method was carried out in seven steps starting from association, conveying objectives and materials, motivating students, conducting exercises, application or demonstration, evaluation, and following up on the program which was carried out for a month. This is in accordance with the drill method theory of (Sudjana, 2001). The provision of material on public speaking points is adjusted to the results of the research of (Xie & Antolovic, 2022) to build students' paradigms about public speaking including how to do it correctly and in accordance with the established principles of public speaking.

The drill method that has been used gave maximum results to students' abilities in public speaking even though it was carried out in a short time. This was done repeatedly and in accordance with the theory (Alipandie, 2015) about the advantages of

applying the drill method in a relatively short time. The use of the drill method was intended so that students were more familiar with the exercise and what they want to convey, because it was done repeatedly and in accordance with the theory of (Bailey, 2019) and the research result of (Nadia & Yansyah, 2018). In this drill method there are also stages of giving motivation to students because basically it is according to theory of (Wijayanti, 2022). Therefore the drill method is very suitable to be applied in educational institutions that want to improve the skills of their students in a relatively short time but with maximum results.

Public speaking training for students basically had a goal that students can construct the ideas in their minds and can convey them in front of many people by using the right sentences, correct pronunciation, appropriate intonation, and with expressions that are in accordance with the intent and the goal. Therefore the audience can easily understand and accept the message the student wants to convey.

The application of the drill method to improve public speaking skills does require a relatively short amount of time but requires high consistency and cooperation from various parties such as training participants, facilitators, and Islamic boarding school management. Thus, the training objectives are achieved.

CONCLUSION

Training to improve students' public speaking skills at Islamic boarding schools is carried out in two steps, namely a session giving material and a practical session using the drill method. The chosen public speaking material is a Rhetoric Textbook with points about types of speeches, speech steps, stages of delivering speeches, and principles of delivering speeches. The material is

delivered by lecture and discussion methods.

The public speaking training method applied is the drill method. Public speaking training with the drill method is carried out in seven steps starting from association, conveying objectives and materials, motivating students, conducting exercises, application or demonstration, evaluation, and following up on the program. The trainees do the exercises repeatedly to perfect their speaking skills. The training participants take turns advancing in front of the audience by demonstrating their speeches in English, Arabic and Indonesian.

The advice given to the training participants is to maximize training in public speaking, especially making speeches in various languages so that they can be used when engaging in society. Suggestion for the management of Islamic boarding schools is to be able to promote programs that can enhance student interest and competence, especially in public communication.

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