



Modified International Toastmaster Approach to Improve Public Speaking Competence

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ABSTRACT

Competency Based Education is very much needed in the era of the industrial revolution 5.0 and the determination of Toba Caldera as a UNESCO Global Geopark provides opportunities, encourages economic and sustainable development, requires skilled worker who has various competencies in a field of work. This competency improvement is also the outcomes of Independent Learning-Independent Campus. This research was the type of online survey tools associative research conducted factual information to obtain the truth. Online Survey Tools Research generally uses a google form as questionnaire instrument filled out by participants used certain methods. (Vasanta Raju 2018). Modified International Toastmaster model, testing and evaluating the model created by the Public Speaking training program involving 30 students of the English Literature Department Universitas Negeri Medan. The findings related to competence using the 10 Toastmaster International project speech delivery have shown at the pie chart (see figure 3.1 to 3.10). Modified International Toastmaster is associated with the six tasks models of Indonesian National Qualification Framework called KKNI to maximize the improvement of various competence in public speaking.

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1. Introduction

1.1 Background of Study

Competency-based education output as learning outcomes is needed to prepare graduates who are ready to compete in the field of work. Referring to the Law of the Republic of Indonesia No. 13 of 2013 concerning Employment that work competence is the work ability of each individual which includes aspects of knowledge, skills and work attitudes in accordance with established standards.

Students are required to be communicative and insightful, confident, have leadership qualities and have various skills that support life and career success. Not only theory but must learn directly and put it into practice while studying at university in an active, effective and fun learning process. Public speaking training is one way to gain various knowledge and skills through face-to-face meetings or the application of science and technology by applying the Modified International Toastmaster learning model. International Toastmaster is an organization that offers an effective and fun public speaking learning model and has real success. International Toastmaster is a non-profit organization in the field of education that has a main focus on public speaking training and leadership skills with inter-club networking methods. In 1924, Dr. Ralph C. Smedley founded Toastmaster at YMCA Santa Ana, California to help others improve their public speaking skills. More than 4

million people worldwide have proven that Toastmasters International provides satisfactory results for the development of personal communication and leadership skills (Atmadewita, 2015).

Toastmaster activities will always provide two competencies for participants, namely the competence to communicate effectively in English and leadership competence (Toastmasters International, 2011).

Merdeka Learning - Merdeka Campus is a policy of the Minister of Education and Culture which aims to encourage students to master various useful knowledges to enter the field of work. In the context of Unimed's active participation in supporting government policies in the Independent Learning-Independent Campus called MBKM program, and as a support for the dissemination and utilization of learning innovations based on collaboration and participation models.

Based on the phenomena and explanations above, the objective of this research is to investigate the application of the Modified International Toastmaster model in improving public speaking competence as a realization of the Independent Learning- Independent Campus which is the policy of the Minister of Education and Culture, Nadiem Karim. This research is important to do because competency-based educational outcomes as learning outcomes are needed to prepare graduates who are ready to compete in the field of work and also success in independent learning and the world of career.

2. Literature Review

2.1 International Toastmaster Club

In 1924, Dr. Ralph C. Smedley founded Toastmasters at YMCA Santa Ana, California, to help others improve their public speaking skills. Today, the global non-profit organization has 300,000 members in more than 15,800 clubs in 149 countries. Its mission is to "empower individuals to become more effective leader and communicator. Lesmana Nahar as chairman of the Jakarta Language Toastmasters (JABAT) club once said "The ability to speak in public can be learned. The key is to practice often." He added, "The ability to speak in public is needed by all people from various professional backgrounds. That's why it's important for everyone to practice it." (<https://jakartaBahasatoastmasters.wordpress.com/page/3/>). More than 4 million people worldwide have proven that Toastmasters International delivers excellent results for the development of personal leadership and communication skills (Admadewita, 2015)

1.2 Public Speaking Competence

Research Analysis of competence in public speaking learning at Darul Ulum Islamic Boarding School (Hakim & Kholis, 2017) uses qualitative methods with primary data and secondary data and the findings show that cognitive competence includes six aspects, namely knowledge, understanding, application, analysis, synthesis, and evaluation. These competencies are students are able to understand opportunities and challenges, basic concepts, develop material planning. The affective domain competence includes five aspects, namely introduction, response, appreciation of values, organization, and practice. These competencies are the application of character competencies. Psychomotor competence covers five aspects, namely imitation, manipulation, accuracy of motion, articulation and naturalization.

Research related to the application of public speaking and the Ice Breaking Technique and MC as an Interesting Teaching Effort (Kristanto et al, 2020) found that the training activities were as expected, namely the teaching method made the learning atmosphere more lively, colorful and motivated students. The meaning of public speaking on Toastmasters Members (Sari & Wiwitan, 2018) using the theoretical basis of phenomenology and self-presentation theory concluded as a result of his research that the meaning of public speaking for Toastmasters members is divided into five types, namely public speaking as a spread of messages/ideas, self-confidence, communicative, relationships, and success in careers. The article entitled Concept of the Independent Campus Learning in the Era of the Industrial Revolution 4.0 (Siregar et al, 2020) emphasizes his findings that the concept of an independent learning campus provides broad knowledge in various fields of science and student learning experiences as preparation facing the era of the industrial revolution 4.0 and collaboration between universities is needed.

Increasing Confidence Through Public Speaking Training (Hartini & Chumaeson, 2021) in his research on students of SMK N 1 Selo Boyolali that it was proven that the success of Public Speaking activities in an effort to increase self-confidence because students' awareness gained an understanding of the importance of public speaking to improve careers in the future. Students show an enthusiastic response to overcome fear and continue to explore their potential.

Another research that has been carried out related to competence is the development of student competencies through internship programs (Ismail et al, 2018). The findings show that increasing student competence through internship programs has reached professional standards of knowledge competence, able to make lesson

plans starting from planning, teaching to evaluation as well as facilities and infrastructure and student administration. Students have also acquired personality competencies including communication, adapting, socializing and team management skills.

2.2 Independent Learning-Independent Campus

The current Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim, said that the competence and productivity of undergraduates in the field of work is still very minimal. This is due to the lack of internship experience during college and the lack of mastery of technology that can increase work productivity. In solving the problem of student competence, the government issued a policy called an independent campus. This policy creates a new breakthrough, namely the freedom to do learning both inside and outside the university.

Regarding to the Learning-Independent Campus guidebook "The Right to Learn Three Semesters Outside the Study Program" based on Permendikbud no. 3 of 2020 article 15 paragraph 1 is in the form of learning activities such as student exchanges, internships / work practices according to hard skill competency learning achievements and soft skills as a realization of independent learning-independent campus (Directorate General of Higher Education Ministry of Education and Culture 2020)

Teaching Campus Batch 3 of 2022 focuses on improving literacy and numeracy skills in basic education. This Teaching Campus Program invites students to collaborate, act, and serve the country. Teaching Campus Batch 3 in 2022, students provide benefits for students, including students will have the opportunity to hone leadership, soft skills, and character as well as help the learning process, collaborate with teachers in elementary and junior high schools (Teaching Campus Handbook Class 3 of 2022).

3. Method

3.1 Research Method

This research was the type of online survey tools associative research conducted factual information. Online Survey Tools Research generally uses a google form as questionnaire instrument filled out by participants used certain methods (N, 2016)

Borg and Gall (1983) said that educational research and development are a process used to develop and validate educational production to produce a modified International Toastmaster model to improve public speaking competence as implementation Independent Learning-Independent Campus. For more details see the following image:

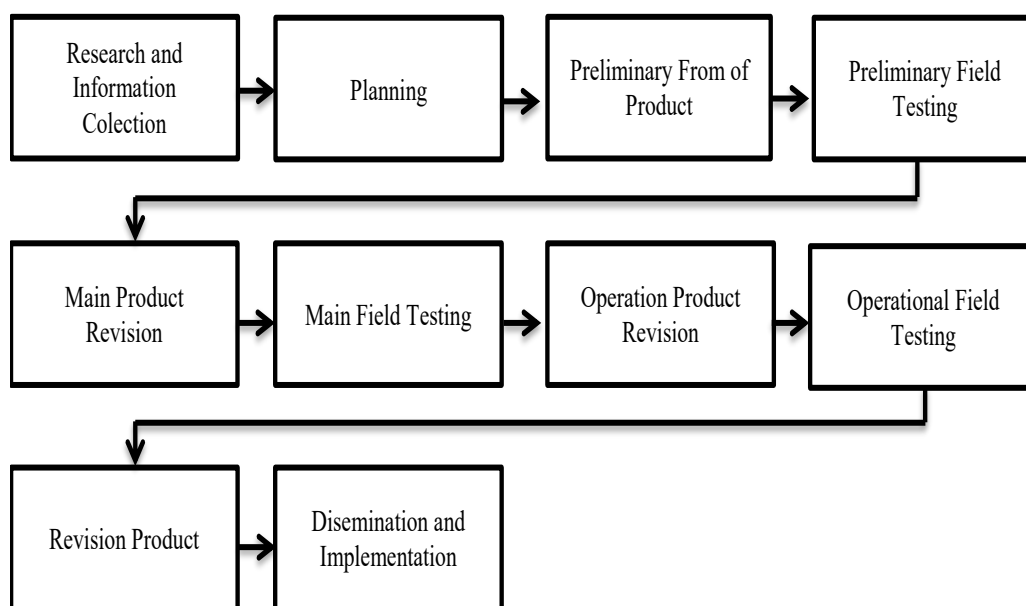


Figure 1. Development Model Procedure Borg and Gall

4. Results and Discussion

4.1 Competency Achievement

Competency achievement of Merdeka Belajar -Kampus Merdeka (Independent Learning- Independent Campus) based on the ten projects of modified International Toastmaster will be shown based on the Pie Chart below:

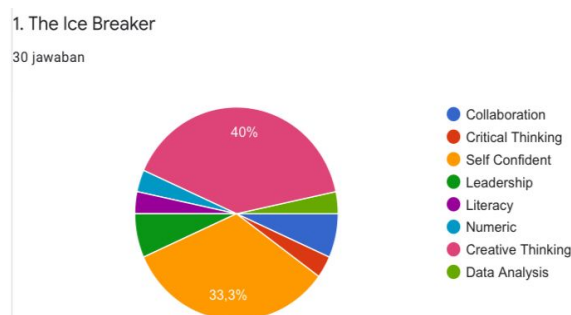


Figure 2. *Competency Achievements Based on the 1st Project “The Ice Breaker”*

Independent Learning – Independent Campus (freedom to learn) is a new learning program designed by the Indonesian Minister of Education and Culture as a response toward the Industrial Revolution 4.0. Through this way, the graduates are able to be inovative, creative, autonomous, and competitive. Figure 2 shows that in The Ice Breaker project, the highest competency achievement is Creative Thinking at 40%. How Project The Ice Breaker build creative thinking? The Ice Breaker is an activity designed to engage the people around you by breaking some barriers to make people feel at ease. This Ice Breaker aims to increase audience engagement and convince non-participants that they are missing out. It’s like leveraging on the power of peer pressure but in a positive way. The topic of your Ice Breaker has to be relevant to your listeners and the setting you’re in. The key to a good icebreaker is to define the essence of the task and decide what you want to achieve during that exercise. The Ice Breaker should then encourage or build upon that core and focus stimulate creative thinking.

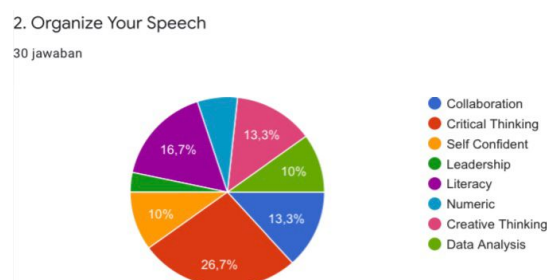


Figure 3. *Competency Achievements Based on the 2nd Project ‘Organize Your Speech’*

Figure 3 shows that in the project of Organize Your Speech, the highest competency achievement is Critical Thinking at level 26,7%. How the 2nd project 'Organize Your Speech' build critical thinking? When creating a speech, it’s important to remember that speeches have three clear parts: an introduction, a body, and a conclusion. Basically, people remember information from speeches that are clearly organized—and forget information from speeches that are poorly organized. Start thinking critically about the organization of your speech. Your audience will be more receptive to your efforts if you take the time to assemble your thoughts in a logical manner. Well- organized speeches have several benefits for the audience. They are:

- ☐ Easier to understand.
- ☐ Easier to remember.
- ☐ More credible.
- ☐ More enjoyable.

When creating your main points, make sure that they are united, separate, balanced, parallel, and logical manner. When you look at your main points, can you see them as progressive, or does it make sense to talk about one first, another one second, and the final one last? If you look at your order, and it doesn’t make sense to you, you probably need to think about the flow of your main points. Often, this process is an art and not a science. So, organizing your speech can build your competency of critical thinking.

3. Get to The Point

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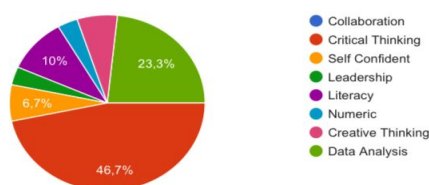


Figure 4. Competency Achievements Based on the 3rd Project 'Get to the Point'

Figure 4 shows that in the project of 'Get to the Point' the highest competency achievement is Critical Thinking at level 56,7%. Clearly state your speech goal, and make sure that every element of your speech focuses on that goal. Your aims for this speech project revolve around being focused and precise:

- Determine your general purpose.
- Focus in on your specific purpose.
- Ensure that the entire speech maintains focus on your objective.

Ideally, critical thinking is to be done objectively—meaning without influence from personal feelings, opinions or biases—and it focuses solely on factual information. Critical thinking is a skill that allows you to make logical and informed decisions to the best of your ability. Critical thinking is the ability to think clearly and rationally. To think critically is to reflect on things in an independent manner. A critical thinker is able to deduce conclusions from what he or she already knows, use existing knowledge to reach conclusions, and identify relevant sources of information to extend existing knowledge to get to the point.

4. How to say it?

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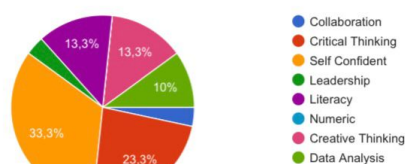


Figure 5. Competency Achievements Based on the 4th Project "How to Say It"

Figure 5 shows that in the project of 'How to Say It', the highest competency achievement is Self Confidence at level 33,3%. How the 4th project 'How to Say It' build your self confidence? Words are powerful. They convey your message and influence the audience and its perception of you. Word choice and arrangement need just as much attention as speech organization and purpose. Select clear, accurate, descriptive and short words that best communicate your ideas and arrange them effectively and correctly. Every word should add value, meaning and punch to the speech. Self-confidence is a skill. It's something we can all master with learning, practice and persistence. If you lack confidence in public speaking and make a concerted effort, your confidence will improve over time. Know well how to say it by preparation and practise, practise, practise brings you build your self confidence.

5. Your Body Speaks

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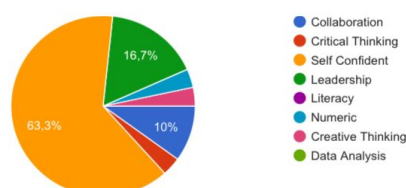


Figure 6. Competency Achievements Based on the 5th Project 'Your Body Speak'

Figure 6 shows that in the project of 'Your Body Speak', the highest competency achievement is Self Confidence at level 63,3%. How the 5th project 'Your Body Speak' build your self confidence? Body language

can help project self-confidence. One effective strategy for building confidence is to look confident by maintaining an assertive posture, which makes you appear more balanced and grounded. Body language is an important part of speaking because it enhances your message and gives you more credibility. It also helps release any nervousness you may feel. Stance, movement, gestures, facial expressions and eye contact help communicate your message and achieve your speech's purpose. Body language should be smooth, natural and convey the same message that your listeners hear. Self-esteem and perceived competence are necessary for students to take risks in their learning and to bounce back after failure or adversity. Low self-esteem or lack of confidence leaves students doubting their ability to succeed, making them hesitant to engage in learning or take appropriate academic growth risks.

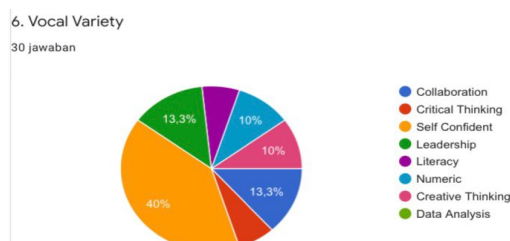


Figure 7. *Competency Achievements Based on the 6th Project 'Vocal Variety'*

Figure 7 shows that in the project of 'Vocal Variety', the highest competency achievement is Self Confidence at level 40%. How the 6th project 'Vocal Variety' build your self confidence? Vocal variety is key to expressiveness, and expressiveness is essential for a speaker. A significant component of vocal variety is how you emphasize what you say. You have various tools to affect this, including volume, pitch, pace, pause, and emotion. They can be used to build tension or add impact. Your voice has a major effect on your audience, A lively, exciting voice attracts and keeps listeners' attention. A speaking voice should be pleasant, natural, forceful, expressive and easily heard. Use volume, pitch, rate and quality as well as appropriate pauses to reflect and add meaning and interest to your message. Your voice should reflect the thoughts you are presenting. Meanwhile, the most dominant factors causing the students lack of self confidence in speaking English is lack of English knowledge that include lack of vocabulary and lack of grammar which each have 73% respondents, 86% for lack of pronunciation and 93% for lack of preparation (Nadila et al, 2020)

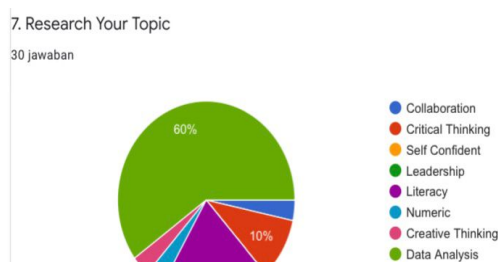


Figure 8. *Competency Achievements Based on the 7th Project 'Research Your Topic'*

Figure 8 shows that in the project of 'Research Your Topic', the highest competency achievement is Data Analysis at level 60%. How the 7th project 'Research Your Topic' build your competency of data analysis? Competencies are combinations of attitudes, skills and knowledge that students develop and apply for successful learning, living and working. Research is the collection and analysis of information that pertains to your topic. When you research, begin with a broad idea and narrow your focus to a level. Your speech will be more effective if you can support your main points with statistics, testimony, stories, anecdotes, examples, visual aids and facts. You can find this material on the Internet, at a library and in other places.

Use information collected from numerous sources and carefully support points with specific facts, examples and illustrations, rather than with just your own opinions. Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, educators can make informed decisions that positively affect student outcomes. Like any other presentation, a research project's main goal should be to inform and engage the audience. Problem Solving Project for students need solution and data analysis. A project is a problem scheduled for solution.

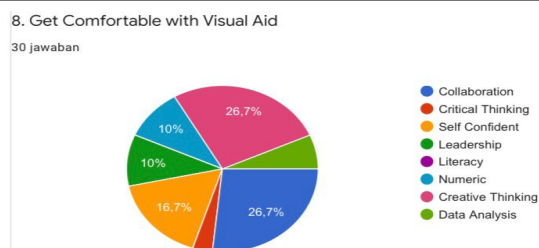


Figure 9. *Competency Achievements Based on the 8th Project 'Get Comfortable with Visual Aid'*

Figure 9 shows that in the project of 'Get Comfortable with Visual Aid', the highest competency achievement is Creative Thinking at level 26,7% and Collaboration at the same level 26,7%. How the 8th project 'Get Comfortable with Visual Aid' support your competency of Creative Thinking and Collaboration? Visual aids help an audience understand and remember what they hear; they are a valuable tool for speakers. The most popular visual aids are computer-based visuals, overhead transparencies, flip charts, whiteboards and props. The type of visual aid you choose depends on several factors, including the information you wish to display and the size of the audience. Visuals must be appropriate for your message and the audience and be displayed correctly with ease and confidence. Creative thinking method through audio visual techniques is very effective in provoking the creative ideas of the organization's core implementers in reformulating the values embraced by the organization, which reflects the values adopted by each member in the organization. (Ramadhani, 2020) Today's audiovisual and collaboration designs, coupled with the latest technologies, improve the engagement and communication efficiency that organizations demand.

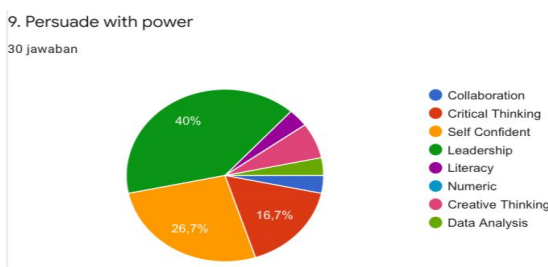


Figure 10. *Competency Achievements Based on the 9th Project 'Persuade with Power'*

Figure 10 shows that in the project of 'Persuade with Power', the highest competency achievement is Leadership at level 40%. How the 9th project 'Persuade with Power' support competency of leadership? The ability to persuade people - getting them to understand, accept and act upon your ideas - is a valuable skill. Your listeners will more likely be persuaded if they perceive you as credible, if you use logic and emotion in your appeal, if you carefully structure your speech and if you appeal to their interests. As we convince and persuade others around us — bosses, peers, direct reports, superiors, partners, clients, vendors, other divisions — influence is occurring continuously at the workplace. Without persuasion skills, a leader cannot make his or her vision take place. If you are starting to think about professional self-improvement for 2018, add these five words to the list: clarity, brevity, context, impact and value. If you can achieve these things, you'll be more effective and more persuasive. You'll have a better year as a leader.

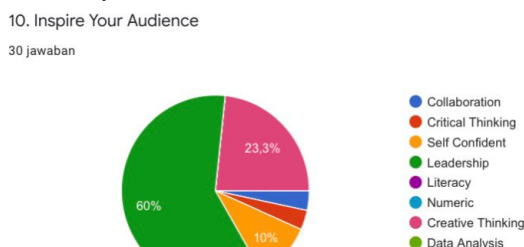


Figure 11. *Competency Achievements Based on the 10th Project 'Inspire Your Audience'*

Figure 11 shows that in the project of 'Inspire Your Audience', the highest competency achievement is leadership at level 60%. How the 10th project 'Inspire Your Audience' support competency of leadership? A leader needs to be able to influence and inspire to succeed. And, like any skill, the ability to inspire groups of people can be learnt. Utilising the three points above any leader can start to better influence and inspire those around them.

Many leaders are competent speakers. They possess the ability to stand in front of an audience and deliver a speech without drowning an audience in ums and ahs. They may have been promoted through the ranks

renowned for their ability to deliver an effective presentation. But the presentations delivered in the junior roles change when a leader steps into a senior position. For any leader, public speaking is about the art of inspiration. The higher you climb up the career ladder the greater your ability to move and inspire groups of people needs to be.

4.2 Modified International Toastmaster and KKNi

To strengthen the quality of graduates, Unimed develops a learning model that encourages students' independence learning. This model is also a tool for the Indonesian national qualification framework curriculum or KKNi has been used since 2016/2017. The learning model requires each student to complete 6 tasks for each semester. The six tasks are: Routine Task, Critical Book Review (CBR), Critical Journal Review (CJR), Engineering ideas, Mini Research and Project.

The development of the KKNi learning model was modified with the International Toastmaster model based on 10 projects speech delivery, so it was proven to increase several competencies as the realization of Independent Learning-Independent Campus.

Based on the result of the pie chart, it can be explained related to modified Toastmaster International with the 6 tasks KKNi model namely.

- (1) Routine tasks are given to students in the form of questions for each meeting based on the materials presented by the lecturer. The answers to these questions are presented opposite the class like doing public speaking. It is proven that this way can increase students' self confidence.
- (2) CBR and CJR tasks are modified with the International Toastmaster model by doing presentation or doing public speaking under the project research your topic. Based on the evaluation project, it can improve critical thinking, creative thinking and data analysis competencies.
- (3) Mini Research, Engineering Ideas, and Projects are carried out in groups to develop a mini research design, but it will be reported the results independently. This group task is able to improve collaboration and leadership. Reports on the results of are carried out independently by using a presentation model or public speaking by using 10 projects speech delivery International Toastmaster.

5. Conclusion

This study was aimed at improving the students speaking competence through the application of toastmasters approach in independent learning and independent campus. Based on the result of this study, the application of toastmasters approach gave a significant improvement to students' speaking competences. Therefore, more research with larger participants and practice for other language skills improvement on the application or implementation of toastmaster approach in English language teaching class is very much recommended.

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