

The Effect of Online Learning on Public Speaking Skills of Journalism Students

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Abstrak

Pembelajaran dalam jaringan atau daring adalah salah satu bentuk pembelajaran yang mau tidak mau harus dilakukan di banyak negara pada saat pandemi Covid-19 beberapa waktu yang lalu salah satunya juga di Indonesia. Adanya pembelajaran daring ini membawa banyak sekali dampak pada berbagai bidang salah satunya adalah bidang pendidikan. Banyak mahasiswa dan mahasiswi yang merasakan berbagai macam dampak positif dan negatif dalam diri mereka setelah mengikuti pembelajaran daring salah satu dampaknya adalah pada kemampuan public speaking mereka. Oleh karena itu, penelitian ini bertujuan untuk mengetahui kendala public speaking apa yang paling sering atau paling banyak dirasakan oleh mahasiswa dan juga kendala public speaking apa yang paling jarang dirasakan oleh mahasiswa. Penelitian ini dilakukan di UIN Syarif Hidayatullah Jakarta dengan responden penelitiannya yaitu mahasiswa dan mahasiswi jurusan Jurnalistik semester 2 dari kelas A sampai kelas D. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif dengan menggunakan kuesioner sebagai instrumen penelitiannya. Hasil penelitian didapatkan bahwa kendala public speaking yang paling sering dirasakan oleh mahasiswa adalah adanya perasaan kurang percaya diri dengan presentase tertinggi ada pada indikator kosa kata dan kendala public speaking yang paling jarang dirasakan oleh mahasiswa adalah adanya pikiran-pikiran negatif ketika sedang public speaking dengan presentase tertinggi ada pada indikator pengucapan.

Kata Kunci: Mahasiswa, pembelajaran daring, public speaking, kemampuan komunikasi, kendala public speaking.

Abstract

Online learning is a form of learning that inevitably must be done in many countries during the Covid-19 pandemic some time ago, one of which is also in Indonesia. The existence of online learning has many impacts on various fields, one of which is the field of education. Many students feel various kinds of positive and negative impacts on themselves after participating in online learning. One of the impacts is on their public speaking skills. Therefore, this study aims to find out what public speaking obstacles are most often or most felt by students and also what public speaking obstacles are least felt by students. This research was conducted at UIN Syarif Hidayatullah Jakarta with the research respondents, were students and female students majoring in Journalism semester 2 from class A to class D. This research used a qualitative method with a descriptive approach, using a questionnaire as its research instrument. The results showed that the most frequent public speaking obstacle felt by students is the feeling of lack of confidence with the highest percentage in the vocabulary indicator and the least frequent public speaking obstacle felt by students is the presence of negative thoughts when public speaking with the highest percentage on the pronunciation indicator.

Keywords: Students, online learning, public speaking, communication skills, public speaking obstacles.

INTRODUCTION

Previous studies that are relevant or related to the title of this research are as follows. The first study focuses on the impact of online learning. Niken (2020) stated that online learning makes students more vulnerable to stress. Second, Hamisiyah Djafar, et.al., (2022) stated that online learning affects student learning motivation, whereas in online learning, student learning motivation tends to decrease due to signal constraints which ultimately causes their GPA to decrease. Third, Aprilia (2021) states that the impact of online learning depends on the student's own learning pattern. Where students who like to study independently feel more comfortable and find it easier to understand the material with this online lecture. Conversely, students who like to learn by gathering or in groups find it difficult in the online learning process and find it difficult to understand the material. Fourth, Suyadi (2022) stated that online learning has an impact on development, including limited interaction with others and reduced communication skills.

Furthermore, research on the effectiveness of online learning and the impact of changing online learning to offline. Widiyanti (2020) stated that online learning is flexible in its implementation and this encourages independence in learning and

motivates students to study harder. Then, Hamisiyah (2022) stated that the impact of changing learning from online to offline is an increase in achievement because they can better understand their lessons in offline learning.

Furthermore, research related to public speaking. First, research on the relationship and influence of self-confidence on public speaking skills. Claudia, et.al., (2019) found a relationship between self-confidence and public speaking anxiety. The lower the student's self-confidence, the higher the level of public speaking anxiety, conversely, the higher the student's self-confidence, the lower the level of public speaking anxiety. Then, Dyah, et.al., (2020) also found the same thing as Claudia's research. Dyah also found that self-confidence and high communication skills have a significant effect on students' public speaking skills. The difference between this research and previous studies is the focus on the research subject. In this study, the research subject only focuses on examining the impact of online learning on public speaking of Journalism students journalists want to examine what public speaking obstacles are felt by second semester Journalism students after online learning.

In this study, there are several theories that serve as a theoretical basis. First, Oktavianti,

et.al. (2019) in their journal wrote that public speaking is not just explaining words, but also informing, persuading, educating, entertaining, and most importantly building self-confidence. Second, Syarbini (2015). Public speaking is a means of communication between the person speaking in public and the audience. And the last one from Ilyas & Marjohan (2013). Public speaking is a form of conversation development with a larger number of listeners with the aim of conveying information through direct face-to-face communication.

The subject of this research is the impact of online learning on students' public speaking skills, where the focus is to examine what the barriers are to public speaking felt by students. The reason researchers chose this subject is because online learning that occurred during the Covid-19 pandemic yesterday has many impacts on human social life, one of which is on public speaking skills. Furthermore, the object of research that researchers chose was second semester journalism students. The reason researchers chose journalism students as the object of research is because journalism is a department that really needs good public speaking skills.

Based on the explanation above, the problem formulations of this study are: First, do students feel any public speaking barriers to themselves after online

learning. Second, what public speaking barriers are most felt by students after online learning.

METHOD

The type of research used is qualitative research with the purpose of the research being to find out what public speaking obstacles are most often felt by students and what public speaking obstacles are least felt by students after online learning. The public speaking obstacles are as follows:

- Excessive anxiety
- Negative thoughts when public speaking
- Lack of self-confidence
- Feeling like being evaluated by the audience

Furthermore, the research subjects are second semester Journalism students at UIN Syarif Hidayatullah Jakarta. Next, this research was conducted by first giving a questionnaire to second semester journalism students from class A to class D. The questionnaire was distributed using a Google form given via WhatsApp. The questionnaire questions are grouped into five public indicators. The indicators are grammar, vocabulary, pronunciation, fluency, understanding and background knowledge. In each of these indicators, each indicator consists of four questions about the obstacles that exist in public speaking.

In the results of this study, each answer has its own value and frequency. Where the

answer "No" has a value frequency of 1, the answer "Ordinary" has a value frequency of 2. Then, for the answer "yes" has a value frequency of 3 and the last for the answer "very yes" has the highest value frequency of 4. From these 4 answers, the researcher divides the respondents into two categories, namely the categories of no and ordinary, which will be the determining indicators of the public speaking obstacles that are least often felt by students, and the categories of yes and very yes, which will be the determining indicators of the public speaking obstacles that are most often felt by students.

RESULTS AND DISCUSSION

INDIKATOR	PERNYATAAN	FREKUENSI				PERSENTASE			
		4	3	2	1	4	3	2	1
TATA BAHASA	1). Setelah mengikuti pembelajaran daring saya merasa akan cemas berlebihan ketika public speaking karena pengunaan tata bahasa saya yang kurang baik?	4	17	21	5	8,16%	34,69%	42,86%	14,29%
	2). Setelah mengikuti pembelajaran daring saya merasa kurang percaya diri ketika public speaking karena penggunaan tata bahasa saya yang kurang baik?	4	23	14	7	8,16%	46,94%	28,57%	14,29%
	3). Setelah mengikuti pembelajaran daring saya merasa adanya pikiran-pikiran negatif ketika public speaking	3	20	13	1	6,12%	40,82%	26,53%	24,49%

		Biasaja (2)	61	122	26,35 %
		Ya(3)	85	255	55,08 %
		Tidak(4)	14	56	12,10 %
JUMLAH			190	463	100,00 %
INDIKATOR	JUMLAH PERNYATAAN	SKOR	Frekuensi	JUMLAH RATA-RATA	PRESentase
KOSAKATA	4	Tidak(1)	35	35	7,73%
		Biasaja (2)	65	130	28,70 %
		Ya(3)	80	240	52,98 %
		Tidak(4)	12	48	10,60 %
JUMLAH			192	453	100,00 %

INDIKATOR	JUMLAH PERNYATAAN	SKOR	Frekuensi	JUMLAH RATA-RATA	PRESentase
KEFASIHAN	4	Tidak(1)	29	29	6,22%
		Biasaja (2)	58	116	24,89 %
		Ya(3)	87	261	56,01 %
		Tidak(4)	15	60	12,88 %
JUMLAH			189	466	100,00 %
INDIKATOR	JUMLAH PERNYATAAN	SKOR	Frekuensi	JUMLAH RATA-RATA	PRESentase
PEMAHAMAN DAN LATAR BELAKANG PENGE	4	Tidak(1)	37	37	7,99%
		Biasaja	58	116	25,05 %

TAHUA N		a (2)			
		Ya (3)	82	246	53,13 %
		Tid ak (4)	16	64	13,82 %
JUMLAH			193	463	100,00 %
INDIKA TOR	JUML AH PERN YATA AN	SK OR	Frek uen si	JU ML AH RA TA - RA TA	PRES ENTA SE
PENGU CAPAN	4	Tid ak (1)	57	57	14,39 %
		Bia sa saj a (2)	71	142	35,86 %
		Ya (3)	47	141	35,61 %
		Tid ak (4)	14	56	14,14 %
		JUMLAH			189

Table 2. Questionnaire Percentage Results per Indicator

From the table above, it is found that the most common public speaking obstacle felt by second semester Journalism students from class A to class D is feeling less confident and this obstacle has the highest percentage in the vocabulary indicator.

INDIK ATOR	JUMLA H PERNY ATAAN	SK OR	Frek uens i	JUM LAH RAT A- RAT A	PRESE NTASE
KOSA KATA	4	Tid ak (1)	35	35	7,73%
		Bia sa saj a (2)	65	130	28,70%
		Ya (3)	80	240	52,98%
		Sa ng at iya (4)	12	48	10,60%
JUMLAH			192	453	100,00 %

Table 3: Vocabulary Indicator

The onset of this feeling of lack of confidence can be caused by communication anxiety. Sani et.al, (2021), said that one of the communication

difficulties experienced by a person is caused by communication anxiety or communication apprehension. Communication anxiety is the fear that a person experiences when communicating with others and many people (Taufik, 2021). The emergence of feelings of lack of confidence can also be caused by a lack of confidence and trust in students' abilities (Ady Wibowo, 2010). Even though having self-confidence is very important, because with self-confidence a person will feel comfortable with himself and there is no feeling of anxiety in him when he is in a social environment (Tisyah et.al., 2022). Where according to Dyah et.al., (2021), if a person's level of self-confidence is high, it will improve his ability when performing in public (public speaking). Furthermore, according to Fatimah (2006), to overcome this lack of confidence, students can do several things including 1), believe in their own abilities, 2) Be themselves, 3) Not easily discouraged, 4). Have a positive perspective.

In addition to the four ways, overcoming the lack of confidence can also be done by practicing often before public speaking. By practicing often, students will be able to master the material that will be delivered because good mastery of the material can increase students' confidence in public speaking (Templeton, 2010). Then, with

repeated practice, it can also make students look calmer during public speaking, so that it can bring positive responses from listeners (Maria, 2013).

INDIKATOR	JUMLAH PERNYATAAN	SKOR	Frekuensi	JUMLAH RATA-RATA	PRE
PENGUCAPAN	4	Tidak (1)	57	57	1
		Biasa saja (2)	71	142	3
		Ya(3)	47	141	3
		Sangat iya(4)	14	56	1
JUMLAH			189	396	10

Table 4. Fluency Indicator

Next, from the results of this study, the least public speaking obstacle felt by students is the presence of negative thoughts when speaking in public and this obstacle has the highest percentage on the pronunciation indicator. This is a positive thing because it means that there are no negative things that make students become too anxious when speaking in public. According to Tobing (2013), humans get what they think about. So, when humans think of something

negative, it will undoubtedly happen to themselves. Seeing this, it is very important for students to maintain the absence of negative thoughts in themselves when speaking in public, because later negative thoughts can have an impact on students' public speaking performance (Taufik, 2021). However, if negative thoughts arise in students when public speaking, students can overcome them by doing positive self-talk to themselves before starting public speaking. Saying positive sentences to yourself is much better than saying negative sentences to yourself (Templeton, 2010).

CONCLUSION

Online learning has a significant impact on students' public speaking skills. This study found that there is one obstacle to public speaking that is most often felt and least often felt by second semester students majoring in Journalism at UIN Syarif Hidayatullah Jakarta. The most common obstacle to public speaking is the feeling of lack of confidence and the least common obstacle to public speaking is the presence of negative thoughts. As knowledge claimants or academic people, students should be able to perform in front of the public (public speaking) well. Therefore, in this case, it is important for students to know well what public speaking obstacles they feel after participating in online learning. So that students and female

students know what the most appropriate solution is to overcome the public speaking obstacles they feel.

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Oktaviani Rizki Handayani, dkk. The Effect of Online Learning on Public Speaking Skills of Journalism Students...

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