



DEVELOPING ORAL PREPARATION MATERIALS USING EXPERIENCE-BASED MEDIA

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ABSTRACT	Keywords
<p>Preparation of oral presentation is one of the materials in the Indonesian language course. This material is a speaking skill material. This material helps students prepare for public speaking, such as providing health education to the public. The purpose of this study was to describe the preparation of experience-based oral presentation preparation materials. This research method uses qualitative research methods with data sources in the form of a book by Gorys Keraf entitled composition published by Nusa Indah and a book by Trianto entitled Designing an innovative-progressive learning model published by Kencana Prenada Media Group. The data in this study are the words, sentences or paragraphs in the two books. The data collection technique used by researchers was document study by collecting documents related to the preparation of materials and materials for oral presentation preparation. Meanwhile, for data analysis techniques, what the researchers did were: (1) data reduction. (2) displaying data by compiling relevant data, (3) drawing conclusions to get a meaning that scattered symptoms have deep meaning. The results of this study indicate that the preparation of oral presentation preparation materials using experience-based media produces a material concept map which in its presentation can be given examples through experience-based media. The existence of making a concept map for the preparation of oral presentation material makes the flow of oral presentation preparation clear and easy to understand, that in preparation for oral presentation there are three main components that must be done, namely 1) examining the problem where this point includes determining the intent, analyzing the listener and the situation, and selecting and narrowing the topic, 2) compiling a description. This point includes gathering material, drawing up a description outline, and describing it in detail, and 3) conducting an exercise. Powerful words are the key words at this point, that the speaker's knowledge of the topic and the needs of the listener, being able to position himself to be closer to the listener, speaking according to facts and speaking honestly, and having the same line of thought as the listener are components that must be mastered by the speaker. , so that the material conveyed to listeners really hits and impresses.</p>	<p><i>Compiling material, preparation of oral presentation, experience-based media</i></p>

INTRODUCTION

Preparation of oral presentation is one of the materials in the Indonesian language course. This material is a speaking skill material. This material helps students prepare for public speaking, such as providing health education to the public. As one of the materials that is included in the realm of productive language skills (Tarigan, 2008), speaking has advantages that other language skills do not have, such as getting a direct response, being more effective and efficient, and being supported by nonlinguistic elements such as mimics and gestures that are complementary. verbal expressions. Of course, this advantage can be utilized optimally by preparing things to support fluency in public speaking, so that the goals desired by the speaker can be achieved. According to (Keraf, 1998) preparation of oral presentation includes Researching Problems (Determining Intent, Analyzing Listener and Situation, Selecting and Narrowing Topics), Compiling a Description (Collecting Material, Making, Framework for Explanation, Describing in Detail), and exercises.

First, researching a problem can be classified into three important components, namely determining intent, analyzing listeners and situations, and selecting and narrowing topics. Determination of intent is an activity that is closely related to the topic, because it suggests what the speaker wants to achieve. Selecting and narrowing the topic is the first activity a speaker does in compiling the material. In this regard, there are three important components that must be done, namely 1) determining the topic, 2) making goals, and 3) formulating a theme.

Determining the topic cannot be separated from the problems that are being discussed by the public, because it will attract the attention of listeners. Of course, in determining the topic, you must also consider the ability of the speaker, whether

the topic can be worked on and completed by the speaker, or if the topic should be further divided into subordinate topics that will narrow the range so that it is easy for the speaker to work on and complete.

Next make a goal. This is done so that the topic becomes more specific. This affects the formulation of the theme, because in determining the objectives, there are already keywords that must be detailed in the theme.

The formulation of a theme is an explicit determination of the key words that exist in the goal, so that it becomes the basis for developing a description framework.

Furthermore, analyzing the situation and the listener is a very important activity, because if the speaker does not know about the condition of the listeners and the surrounding environment, they will certainly fail.

Second, compile a description. Compiling a description can be classified into three parts, namely gathering material, creating a description framework, and describing it in detail.

Collecting material is a very important activity for a speaker, because he will speak in front of a crowd with something that must be in accordance with the aims or objectives to be achieved. Therefore, the data that supports this intention, in the form of pictures, words, graphics, videos, etc., must really be prepared to support the achievement of the intention.

Description framework, is a development activity of the formulation of the theme by writing subordinate topics related to key words. This activity is also an alternative to using a method of public speaking, namely the extemporaneous method. This method suggests the preparation of important notes from the speaker about the sequence of his speech. The better the mastery of the topic by the

speaker, the fewer notes, but the less mastery of the speaker on the topic, the longer the notes are.

Describing in detail, describing the material in detail really depends on a speaker's mastery of the topic. The key thing is practice. The more often they practice, the more memorized and confident they will be, but when the speaker does not do the exercises at all, there will likely be many obstacles that will be encountered.

Next up is practice. The purpose of this exercise is none other than to test the sound quality of the speaker. Apart from trying out the sound quality of the speaker, with regard to intonation, volume, tone, and also rhythm, the speaker must also maximize what (Parengkuan, 2009) as a powerful word or word power. There are four key words to achieve a powerful word, namely 1) knowing what to say and to whom it is speaking. This point suggests knowledge of the listener's needs, 2) very personal. Capable of capturing the hearts of listeners by positioning themselves as people who have known listeners for a long time. Position yourself as a friend who cares about his best friend. 3) sincere. Sincerity is the key to a powerful word. To be able to achieve sincerity, there are two key words that a speaker must do, namely speaking in accordance with facts and speaking honestly, without making up. 4) logical (makes sense). The key word for this point is that the speaker's thoughts must be in line with the listener's thoughts. If the speaker applies these four key words, he will be able to maximize the words conveyed into words that are memorable and meaningful to listeners.

The material for preparing oral presentations is a material that is quite long, so it is necessary to make a concept map to make it easier for students to follow the flow of the material. Referring to the 4-D development model Thiagarajan, Semmel

and Semmel, 1974 (Trianto, 2012), a concept map is the result of identifying the main concepts being taught and arranging them systematically. Linking one concept with other relevant concepts, thus forming a concept map.

Furthermore, learning media is the media used in learning, which includes teaching aids and means of carrying messages from learning sources to message recipients (Asih, 2016). This is emphasized by (Susilo, 2014) that the media are anything that can transmit information from information sources to information recipients. Experiences are real events that someone has experienced. Experience can be a student's learning capital, so that the learning that follows is able to connect the concepts that have been received with new concepts. Experience-based learning is student-centered learning (Amir et al., 2015). This shows that experience can be a student base in optimizing their potential.

The purpose of this study is to describe the preparation of experience-based oral presentation preparation material.

METHOD

This study uses qualitative research methods, namely research methods that produce data in the form of written or spoken words from people or observable behavior (Moleong, 2008). Some say that between qualitative and quantitative research, there are differences in data. Data in qualitative research can be in the form of personal documents, field notes, respondent's words and actions, documents, etc., while quantitative research data is in the form of numbers (Sugiyono, 2013).

Furthermore, the data sources in this study are the book by Gorys Keraf entitled composition published by Nusa Indah and the book by Trianto entitled Designing an innovative-progressive learning model published by Kencana Prenada Media

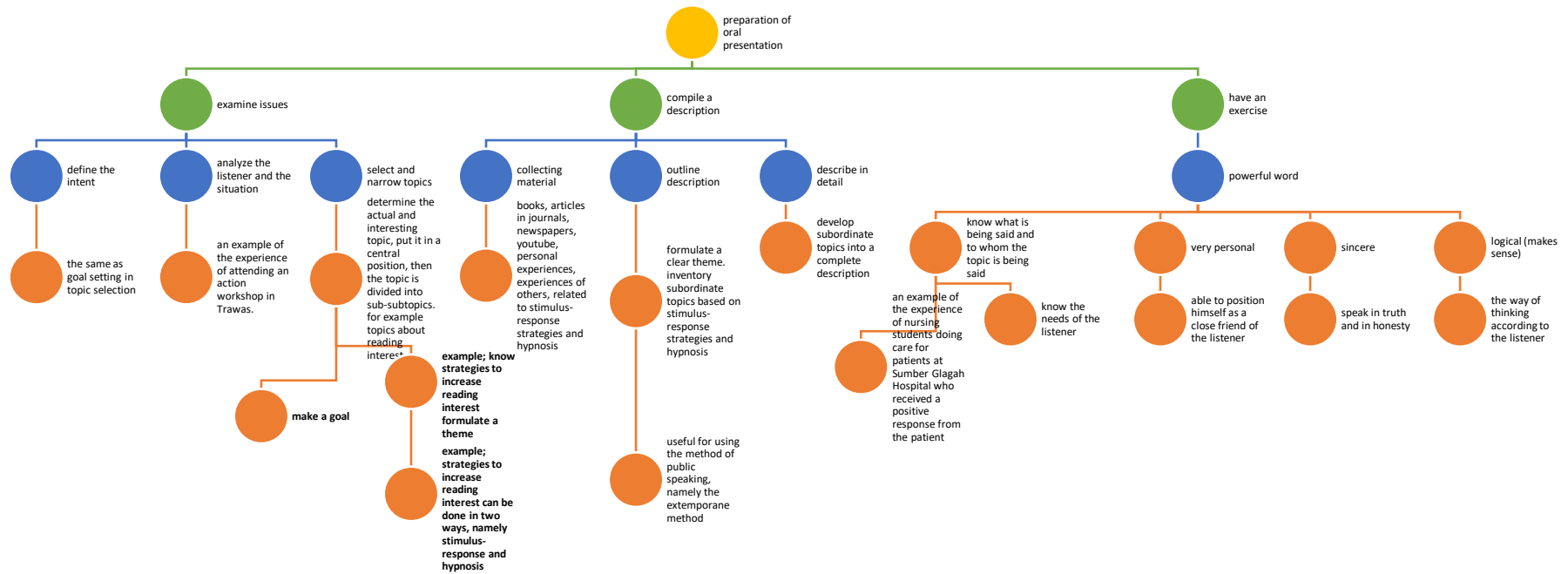
Group. The data in this study are the words, sentences or paragraphs in the two books, namely the material on how to compile the material which is manifested by concept maps and material on the preparation of oral presentations.

The data collection technique used by researchers was document study by collecting documents related to the preparation of materials and materials for oral presentation preparation.

The final part, is the data analysis technique. Data analysis carried out by researchers is as follows: (1) data reduction. This activity includes selecting data on the basis of its level of relevance and relation to the data set, compiling the data in similar units, and coding. (2) displaying data by compiling relevant data, (3) drawing conclusions to get a meaning that scattered symptoms have deep meaning.

RESULTS

In this section, it displays the results of the preparation of oral presentation preparation material using experience-based media, which in its realization produces a concept map for the preparation of oral presentation materials. This can be seen in Chart 1.



DISCUSSION

Chart 1 shows that the oral presentation preparation material is structured with a concept map. Thiagarajan, semmel & Semmel stated that the concept map is the result of identifying the main concepts being taught and arranging them systematically. Linking one concept with other relevant concepts, thus forming a concept map (Trianto, 2012). On the concept map, there are three discussions in preparation for the oral presentation, namely examining problems, compiling descriptions, and exercises. Researching a problem has three components, namely determining the intent, analyzing the listener and the situation, and selecting and narrowing the topic (Keraf, 1998). An important part of the three components is the selection and narrowing of the topic and the analysis of the audience and the situation. The example of selecting and narrowing the topic in chart 1 is about reading interest. The goal that can be made on this topic is to find out strategies to increase reading interest. Furthermore, from these objectives a theme can be formulated, namely: a strategy to increase reading interest can be achieved in two ways, namely a stimulus-response strategy and a hypnotic strategy. Making topics, objectives, and formulating themes are very important activities to do so that speakers can focus on discussing a particular topic and can provide limitations.

The second is the analysis of the listener and the situation. In chart 1, the researcher gives an example of the researcher's experience while attending a workshop with Action Training and Consulting from Surabaya in collaboration with the PPNI Mojokerto Health Development Center. Located in the Hall or meeting room of Villa Vanda Trawas Mojokerto. The researcher

was shocked when the Action team stood guard at the entrance to the Hall, then ordered the participants to enter the room one by one. When the researcher entered the room, the researcher found a well-dressed person who was observing each participant who entered. Researchers assume that he is the speaker. After all the participants took their seats, the speaker immediately stood up to take his place in front of the participants. Starting with greetings, all the participants answered simultaneously and the atmosphere was normal, but when the speaker approached one of the male participants and greeted him with the greeting "Welcome to Mister Tukul", the atmosphere that had been calm turned cheerful, because all the participants laughed. Researchers assess that the speaker has succeeded in analyzing the situation and the listener so that they are able to "execute" unexpectedly and get a positive response from the participants.

Third, material gathering activities. This activity is actually a continuation of the formulation of the theme, because the key words in the formulation of the theme make it easier for speakers to gather relevant materials, such as books, articles, YouTube videos, personal experiences, other people's experiences and so on. Furthermore, the activity of compiling a description framework is the development of key words into subordinate topics which will then be continued by describing in detail the subordinate topics that have been compiled. In chart 1 the key

words for formulating the theme are stimulus-response strategy and hypnosis strategy. These two words must be developed into subordinate topics, for example 1) understanding stimulus-response strategies and hypnosis, 2) various stimulus-response strategies and hypnosis, 3) characteristics of stimulus-response strategies and hypnosis, 4) application of stimulus-response strategies. response and hypnosis in increasing reading interest.

The last part is practice. Exercises are used to prepare the speaker to feel confident. Of course that is not all that is wanted to be achieved, but more than that, the material presented by the speaker must really hit the listener. Therefore we need a powerful word or word strength. To achieve this, there are four things the speaker must do, namely 1) mastering the topic and the audience, 2) being very personal, 3) sincere, 4) logical or reasonable. Researchers in this case take an example of the experience of a nursing student who gets a positive response from patients who are treated for service and the application of powerful words. While he was practicing at the Sumber Glagah Mojokerto hospital, he was assigned to treat patients with torn leg wounds due to accidents. When he cleaned the patient's leg wound, the patient said:

Patient: Mr, are you not disgusted by treating this wound on my leg.

Student: why should you be disgusted, sir? I was even hungry to treat my father's wound

Patient: you know, how come.

Student: yes Sir, why should I be disgusted. It is my duty and responsibility to treat the wound on your leg.

Patient: I want you to take care of me, bro.

The student just smiled.

Based on the experiences experienced by these students. There is one important point so that patients sympathize with students, namely the use of powerful words in communicating with patients. All the elements of powerful words are fulfilled and the use of words of hunger when treating wounds is something that not many people do, even rarely. Usually, people who eat will look for a place that makes their mood happy, calm, the place is clean and so on. It is very rare for someone who eats with the condition in front of him or beside him to have a torn wound. There is blood that may also smell of drugs. The same line of mind, sincerity, very personal, and knowledge of the needs of patients who want to be cared for and served well, even surpassing standard services makes these students get a positive response from patients.

CONCLUSIONS

Based on the results and discussion, it can be concluded that the preparation of oral presentation preparation materials using experience-based media produces a material concept map which in its presentation can be given examples through experience-based media. The existence of making a concept map for the preparation of oral presentation material makes the flow of oral presentation preparation clear and easy to understand, that in preparation for oral presentation there are three main components that must be done, namely 1) examining the problem where this point includes determining the intent, analyzing the listener and the situation, and selecting and narrowing the topic, 2) compiling a description. This point includes gathering material, drawing up a description outline, and describing it in detail, and 3) conducting an exercise. Powerful words are the key words at this

point, that the speaker's knowledge of the topic and the needs of the listener, being able to position himself to be closer to the listener, speaking according to facts and speaking honestly, and having the same line of thought as the listener are components that must be mastered by the speaker. , so that the material conveyed to listeners really hits and impresses.

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