

## Using Five Main Criteria in Teaching Public Speaking to UBSI Students in the Faculty of Communication and Language Jakarta

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### Abstract

This research focuses on teaching public speaking using Five Main Criteria (FMC) to UBSI Students from the Faculty of Communication and Language. The subjects of this research are twenty students divided into two groups, ten boys and ten girls. Each student has to deliver public speaking in front of the class with different topics in limited time. The method used in this research is a qualitative research that pays attention to the utilization of Five Main Criterion as one of teaching techniques utilized by the researcher in teaching public speaking to UBSI students. Each criterion is interconnected to each other as unity that helps students in presenting their public speaking appropriately. The scoring was obtained according to the points from each criterion. This teaching technique was compiled by the researcher from numerous reliable resources. The researcher uses Five Main Criteria as a solution to enhance the level of confidence and also to improve the presentation skills of UBSI Students when they conduct public speaking task in class. There are a number of theories utilized by researcher in order to support this research to have solid scientific background. The theories were originated from a number of scholars who already conducted researchers in public speaking. The aim of this research is to provide a solution to fellow lecturers in providing suitable method in teaching public speaking to their students. In addition, three previous researchers upon public speaking were added by the researcher as valuable sources to enrich the quality of this research.

**Keywords:** Teaching Public Speaking, Five Main Criteria (FMC), Public Speaking

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### INTRODUCTION

Public speaking or the art of delivering speech in front of crowd of people is a skill that compulsory to have by anyone throughout the world. University of Bina Sarana Informatika or UBSI as a private higher educational institution through its Faculty of Communication and Language, (FCL) especially students who took Bachelor Degree or Strata One (S-1) requires its students as active learners in FCL to sharpen their soft skills by taking public speaking as the core subject. They ought to take it in order to make a number of simulations in the form of practice by delivering public speaking in front of the class as the preliminary initiation to have strong confidence and solid mentality in

conveying particular topic in front of the public. This situation is depicted by Nikitina (2011) declares that public speaking as a process, an act and an art of making a speech before an audience. Nikitina's description about Public Speaking is exposing the interconnection atmosphere between speaker and audience which is conducted by a process and claimed as a sense of art in an action to deliver it in front of people.

In addition, the flexibility nature of Public Speaking makes it as a portable tool which can be delivered anytime, anywhere in any situation. This situation is best described by Slagell (2012) states public speaking can possibly happen anytime and anywhere, not only in formal situation like speech, debate competition, or broadcasting. It is obvious that public speaking has high possibility to be conducted not only in official events, but also within the informal ones. However, it is not as easy as it looks. Public speaking is a skill that mostly fears by students. It turns to be a dilemma for most of them especially when they have to stand in front of mass of people or a bunch of strangers that make them scare to death. This reality is described by Delvia (2019) argues that public speaking can be considered complicated and the biggest fear, especially for students.

Furthermore, there are so many factors that affect a person's public speaking ability that they feel intimidated when speaking. Delvia statement about fear that becomes a challenge for students is in line with an opinion from Li & Zou (2021) describes that however, public speaking skills are also difficult for students. The difficulty encountered by them is a problem that must be properly solved. Students need to be regularly trained in order to have sufficient skills by giving a number of practices in class in front of their peers. Of all statements that conveyed by Nikitina about process in public speaking, also from Slagell upon flexible and portable nature of public speaking and also from Delvia and Li & Zou toward fear and difficulty, the researchers introduce Five Main Criterions (FMC) as a solution to help students in making good public speaking task. Subsequently, the utilization of this Five Main Criterions (FMC) arising two main questions that becomes a background of this research. The first question is: Can Five Main Criterions (FMC) enhances the confidence level of UBSI Students from the Faculty of Communication and Language when they deliver public speaking? The second question is: Do Five Main Criterions (FMC) improves the presentation skills of UBSI Students from the Faculty of Language and Communication when they deliver public speaking?

### **Theoretical Framework**

Public speaking is known as an art of talking in front of people emphasizes technical matters. This talking ability is frequently occurred within communication practice, for instance in an oratory form of what well-known by people as a speech. It means that students from Faculty of Communication and Language as the people in UBSI who took public speaking class need to master certain technical things prior to their presentation. Those technical things are specific factors that give significant influence to the success of public speaking made by the students. This situation is described by Mishori (2020) says that the level of student confidence, mental readiness, and careful planning for each student when speaking are essential factors in developing public speaking skills for students, especially when speaking in public. It is obvious that Mishori's statement in depicting technical things in public speaking in the form of three main factors is the guidance for UBSI students to perform their public speaking with sufficient preparation.

Moreover, public speaking nowadays plays significant role not only in educational sectors but also in many things as it has important function to discuss current situation both local and global setting. Awareness toward the importance of public speaking had already known in mankind civilization across the globe from various social-cultural backgrounds. It has a significant contribution to deliver numerous messages in various capacities. The function of public speaking as a device to deliver important messages within enormous figure is appropriately depicted by Turner (2021) exclaims that public

speaking skills are the skills to express something on a medium and large scale. It is clearly stated by Turner that public speaking is a set of acquisition which has capability to deliver information both medium and immense capacities.

Previously, it was told that public speaking becomes an inhibition which prevents students to embrace this tremendous skill into concrete action. The inhibition naturally originates from the mindset of students that prematurely considered that public speaking a scary thing that freak them out. This condition is shown by Delvia (2019) by saying that public speaking can be considered complicated and the biggest fear, especially for students. There are so many factors that affect a person's public speaking ability that they feel intimidated when speaking. The statement from Delvia clearly depicted public speaking as a great dilemma of complexity to provoke students. She added that numerous factors are existed to give considerable impact upon individual skills in public speaking which eventually turn into intimidation on him when he delivers the speech. To solve this problem, students as the participants need to have three important things that connected to each other. First, they need to get familiar with public speaking by conducting a number of practices in front the class regularly to enhance their confidence level. Second, they need to have sufficient preparation before delivering the presentation. Third, they must learn and evaluate their public speaking performance by receiving feedback from their friends and lecturers.

## **METHOD**

The method of this research is conducted by utilizing qualitative research. According to Creswell (2014) quoted by Pasaribu (2020), stated that "Qualitative research is a research for exploring and understand the meaning individuals or groups a scribe to a social or human problem. This research is conducted by combining the analysis of theories originated from numerous scholars upon public speaking and applies them into practices with the utilization of Five Main Criteria (FMC). The researcher uses Five Main Criteria as a solution to enhance the level of confidence and also to improve the presentation skills of UBSI Students from the Faculty of Communication and Language (FCL) when they conduct public speaking task in class. This teaching technique was compiled by the researcher from numerous reliable resources. Each criterion is interconnected to each other as unity that helps students in presenting their public speaking appropriately. Those FMCs are: Eye Contact (EC), Body Language (BL), Intonation (IN), Clarity (CL), and Content (CT). Each of it has score worth 20 points which subsequently added to find out the task score. For instance, a student with an initial MSH after delivering public speaking in front of the class generates score EC=15, BL=13, IN=17, CL=19,CT=11, his final task score is acquired by making addition to each of criterion:  $15+13+17+19+11= 75$  has equality with B+. In general, researcher explains upon Five Main Criteria with the following description. First, Eye Contact (EC) is the gate from public speaking because not only mouth does the talking, but also eyes do the same part like mouth by showing calm and peaceful look. Second, Body Language (BL) is a veranda of public speaking due to physical movement from the speaker becomes the center of attention. If the speaker's body language is relax and friendly, it will create initial contact with the audience. Third, Intonation (IN) is the main attraction from public speaking. If the speaker smart enough in making the right time when he needs to speak in high pitch and when he ought to talk in low voice, the audience will be amazed with him and give full attention to listen to his talks. Fourth, Clarity (CL) is the clearness in delivering material of public speaking. If the material is clearly conveyed by the speaker, it will make in-depth impression. Fifth, Content (CT) is the load within the material of public speaking. Speaker with interesting content exposing current social – cultural issues will make the public speaking becomes a forum of across discipline that bridging a number of interests from various parties.

Data was obtained through public speaking task conducted by students by standing in front of the class in an offline way. The subjects of this research are twenty students enrolled in this public speaking class divided into two groups, ten boys and ten girls. Each student has to deliver public speaking in front of the class with different topics in limited time. They were divided into two groups: ten boys and ten girls. The researcher as their lecturer gave various topics with a duration approximately three minutes to each of them. Total allocation of time given to conduct this public speaking task is thirty minutes for boys and another thirty minutes for girls. This offline public speaking was previously announced to students in one week prior to their public speaking presentation in class. The aim of this announcement was to make students to have sufficient preparation. In total, both of them had a half hour each to finish their public speaking task in class. Prior to their public speaking presentation in front of their peers, the lecturer gave explanations pertaining to Five Main Criteria as guidance to them.

## RESULT AND DISCUSSION

To answer the two questions that become the background of this research that is the utilization of Five Main Criteria (FMC) to enhance the confidence level and improve the presentations skills from UBSI students in the Faculty of Communication and Language (FCL), the researcher found two significant outcomes. First, Five Main Criteria (FMC) gave significant contribution in enhancing the level confidence of UBSI students from Faculty of Communication & Language (FCL) particularly when they frequently doing the peaceful eye contacts to the audience and posing their body language in relax and friendly manners. Second, Five Main Criteria gave significant contribution in improving the presentation skills done by UBSI students from the Faculty of Communication and Language (FCL), especially when they brilliantly organized their intonation level properly and also when they created good content with crystal clear explanation in front of the audience.

In addition, when the students successfully implemented the Five Main Criteria (FMC) they are automatically presented one of state of the art techniques that systemically compiled and organized by the lecturer to equip them to be great public speakers in the future. Five Main Criteria that they have already learnt and properly applied during their study become the core capital for them in encountering tough competition within this global age, particularly in interview process toward their job-seeking process. Five Main Criteria as one of alternatives in teaching public speaking is a technique that can be utilized across discipline. It is also a learning method that reliable to many learners, young and old from different social – cultural background who keen to master public speaking as an essential skill in this borderless century. Furthermore, to expose the result of this research as evidence, the researcher exposes the following table of score of UBSI Students from the Faculty of Communication and Language (FCL) utilizing Five Main Criteria (FMC) when they conduct public speaking task in front of the class.

**Table 1 The Score of UBSI Students from FCL using FMC in their Public Speaking Task**

No.	Mahasiswa	EC	BL	IN	CL	CT	EC+BL+IN+CL+CT
1	ALD	15	11	13	17	14	70 = B
2	AFRT	18	12	16	11	17	74 = B
3	ALF	16	17	15	13	14	75 = B
4	AMFN	19	15	13	16	12	65 = C
5	ASA	11	13	15	17	16	72 = B
6	CMD	13	14	13	12	11	63 = C
7	CWAS	16	11	14	13	18	72 = B

8	DNT	13	14	18	17	11	73 = B
9	DYDS	11	13	15	12	15	66 = C
10	EWS	13	15	16	14	15	73 = B
11	EDAZ	14	16	17	17	19	83 = A
12	FJJK	11	13	15	16	12	67 = C
13	KYP	15	18	14	12	11	70 = B
14	LRO	18	17	16	11	19	81 = A
15	MMN	11	16	13	12	15	67 = C
16	NGC	13	18	11	16	19	77 = B
17	ODQ	13	11	14	15	17	70 = B
18	PCF	15	12	18	16	19	80 = A
19	QYV	11	15	17	19	11	73 = B
20	WLU	13	12	14	17	15	71 = B

In addition, Five Main Criteria (FMC) as a learning method that creatively created by the researcher in order to provide solution are not only help UBSI students from the Faculty of Communication and Language (FCL) to boost their level of confidence in delivering the public speaking, but also enhance their presentation skills appropriately. Five Main Criteria were quite effective and efficient to assist students to execute their offline public speaking with applicable methods embedded in practical stages that easily followed and comprehended by UBSI Students from the Faculty of Communication and Language (FCL). It is proved that Five Main Criteria (FMC) can be utilized both as a teaching technique and learning method in public speaking classes in the Faculty of Communication and Language (FCL) in the University of Bina Sarana Informatika (UBSI).

In order to support this research as a scientific outcome which enriches theory and practice to apply public speaking as core subject in the Faculty of Communication and Language (FCL) UBSI, researchers expose three previous researches on public speaking along with problems and challenges embedded with it. The first research was conducted by English Department from Bengkalis State Polytechnic in Riau that already published in Inovish Journal, volume 4 no.1 in 2019 with a theme: "Fear of English Public Speaking: Causes and Conquest", exposed that the main cause of failure in delivering public speaking is fear or overwhelm anxiety makes them lose their confidence. This situation is suitably described by Lucas (2012) says that many people who converse easily in all kinds of everyday situations become frightened at the idea of standing up before a group to make a speech." This unreasonable fear is the main factor that makes the majority of people in general and most of students from FIKOM UBSI in specific, suddenly nervous, speechless and lowers their heads down.

In addition, the second research was carried out English Department from Dharmas University in Padang, West Sumatera. The research was published in Jurnal Penelitian and Pengembangan Pendidikan volume 6 no. 1 in 2022 with a title: "Public Speaking Module to English Students Based on Communicative Language Teaching Method". From this research there was a finding mentioned that students had insufficient preparation prior to the deliverance of their public speaking practice in class. Therefore, they encountered difficulty in conveying the messages and also made them lose their confidence. This condition is clearly described by Li & Zhou (2021) utters that however, public speaking skills are also difficult for students. Moreover, Mishori (2020) adds that the level of student confidence, mental readiness, and careful planning for each student when speaking are essential factors in developing public speaking skills for students, especially when speaking in public. From the statement exposed by Li & Zhou toward students' difficulty in public speaking is a fact that subsequently can be minimized by three essential factors introduced by Mishori in developing public speaking with full

attention to their level of confidence, well-prepared mentality and cautious planning every time they speak in front of public

Furthermore, the third research was conducted by English Department from Hamzanwadi University in Lombok, West Nusa Tenggara with a title: Pendampingan Public Speaking Pada Tutor Lembaga Kursus Bahasa Inggris, and it was published in Abbsyara, a community service journal volume 1 number 2 in December 2020. From this third research, it was found that many English courses not fully understood in mastering appropriate public speaking techniques. Quoted from a number of participants, they confessed that they frequently fear and restless when asked to speak in front of public, especially among new community. They frequently experienced cold sweat, stomachache, stuttering, and forgot of words that will be delivered publicly. This anxiety had tight correlation with negative mind which previously developed by course tutors before they came forward to deliver public speaking. This unlikely good situation is described by Kholisin (2014) says that someone who always thinks negative will feel panic, worry, and threaten with something not yet happened. The similar situation exposed by three researchers, Ririn, Asmidir, and Marjohan (2013) shown that someone's communication skill has negative correlation with anxiety of speaking in front of public. The higher the communication skill, the lower the anxiety of speaking in front of people, on the other hand, the lower the communication skill, the higher anxiety of speaking in front of people. All three researches, each of it exposed a problem frequently occurred by students, especially college students from the Faculty of Communication and Language in UBSI about lack of confidence which makes them incapable to deliver public speaking in maximum capacity.

Furthermore, the researchers welcome feedback from other scholars and fellow lecturers to provide adjustment, ideas, alteration and suggestion pertaining to the application of Five Main Criterion (FMC) as a teaching technique and also a learning method that can be modified their utilization adjusted with the uniqueness from various users. The existence of Five Main Criteria (FMC) in teaching public speaking is expected to be an additional knowledge which is needed by students with the majority of them comes from social science backgrounds. This qualitative descriptive research is not an impeccable scientific outcome. Therefore, additions in the form of novice methodologies in the near future are necessarily developed by other scholars and researchers in the years to come. The outcome of this research as an open source is easily adopted and accessible to anyone who wants to use it as a tool to help them in making proper public speaking embedded with sufficient preparation. Last but not the least, the participants of this research are the students from various background that utilize Five Main Criteria (FMC) in their own unique style which is not only enrich FMC as a learning method, but also sharpened each of them as a young learner completed with great public speaking as an important soft skill in this digital age with borderless philosophy across states and nations throughout the world.

## **CONCLUSION**

Based on the outcome from result and discussion, precisely toward the score from the table, it is clearly shown that of all 20 students, there were twelve students or approximately 60% from them made score worth 70 points and they were in grade B. On the other hand, there were five students or approximately 25% from them generated score worth 60 points and they were in grade C. However, only three students or 15% from them who tremendously produced score worth 80 points and they were in grade A. This A grade proved themselves as top three students in public speaking class. In majority, student achieved an average of 70 points or grade B. It is quite good outcome for them due to the challenges that they had already encountered from the beginning until the end

during their public speaking task in class. The challenges were quite dynamic and made them creatively conveyed the topic in interesting ways.

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