



**CONTENT ANALYSIS FOR PUBLIC SPEAKING FOR BUSINESS COURSES
FOR NON-DEGREED EDUCATION INSTITUTIONS**

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Abstract

This study is aimed to investigate the content of Public Speaking for Business Training for students of training and course institution. This research employed 47 respondents from 9 training and course institutions in Yogyakarta. Literature review of KKNI, interview, survey, and FGD are used to gather the data needed. Qualitative Descriptive is used to analyze the data.

The Result shows that various contents are needed to trained students of training and course institution. They are included public speaking, business communication, and business presentation courses. Descriptions and the detail of the content are discussed.

Keywords: Public Speaking for Business, business communication, business presentation, training and course institution

I. INTRODUCTION

Public Speaking for business is believed to be a core competency of a profession (Lucas, 2004; MacIntyre & Renée MacDonald, 1998; Zekeri, 2004 Jaffe, 2012). It is essential to increase communication competencies for obtaining employment, career success, and effective participation (Kramer & Hinton, 1996). However, most of non-degreed education institutions (LKP) are likely fail to produce excellent business public speakers (Whitworth, & Cochran, 1996; Hancock, Stone, Brundage, & Zeigler, 2010; Boromisza-Habashi, Hughes, & Malkowski, 2016). Scholars indicated that various antecedents promoted the failures of public speaking for business courses (Rubin & Graham, 1988; Allen, Hunter, & Donohue, 1989; Mino & Butler, 1995; Frobish, 2000; Colvin & Tobler, 2013). They believed that anxiety treatment techniques, pedagogical models, Cultural approach, basic oral communication skill are significantly effect to promote excellent public speaking competencies.

Conceptually, public speaking for business courses are delivered based on the objective of the communication such as to inform, influence, entertain, and persuade people to accept the proposed ideas (German, Gronbeck, Ehninger, & Monroe, 2016). However, Boromisza-Habashi, Hughes, & Malkowski (2016) proposed various perspective of public speaking for business based on different era and cultures. They argued that different perspective of public



speaking affect the models and method on delivering the courses, increasing students' speaking Skills and thinking skills, focusing dogmatism or choice, and alternative or traditional purposes/assignments. Hence, it is important to re-conceptualize the robust concept of public speaking for business in order to develop proper ways to deliver those courses (Goulden, 2002).

Discourse of public speaking for business course, it is empirically found that various antecedents and outcomes are came up from the previous studies. It is included psychological measures (i.e. personality, affect, appraisal, coping), physiological measures (i.e. cortisol; Dehydroepiandrosterone: DHEA; ratio of cortisol/DHEA) and behavioural measures (voice, postural control) (Hua, Filaire, Giraud, Jáuregui, Soury, Martin, Devillers & Le Scanff, 2016). Scholars found that academic achievement, ages, have positive effect of related to public speaking course (Machell, Blalock, Kashdan, & Yuen, 2016; Gaibani, & Elmenfi, 2016), whereas other found the opposite one such as psychological factors, anxiety, situational and predisposition, public speaking apprehension, decision-making errors in the selection of speech introduction strategies, (Beatty, 1988; MacIntyre, Babin, & Clément, 1999; Glassman, Forman, Herbert, Bradley, Foster, Izzetoglu, & Ruocco, 2016; Homer, Deepröse, & Andrade, 2016; Hua, et al, 2016).

Most study investigated the issues within the higher education. Few studies investigate the content of public speaking for business course for non-degreed students. Hence, the different level of education required various content of the need of public speaking for business course. While most of developed countries open the non-degreed education institutions (LKP) to accommodate a large amount of post high school educations to fulfill their labor market. Accordingly, it is important to explore the public speaking for business courses content for LKP

II. PUBLIC SPEAKING FOR BUSINESS

Public speaking (sometimes termed oratory or oration) is the process or act of performing a presentation (a speech) focused around an individual's direct speech to a live audience in a structured, deliberate manner in order to inform, influence, or entertain them. It is believe that good public speaking is important for several reasons. Bad presentations are an opportunity lost and hurt the organization. However, the Good presentations can turn around a bad situation and change the world. A better skill of public speaking overviews of the importance, importance of working with diverse audiences, and importance for leadership. O'hair, Rubenstein, & Stewart (2010) argued that *public speaking for business* is a career *weapon*; wether Beebe & Beebe (2013) believed that *public speaking for business* is a tool for empowerment employment. It becomes a fist rank of skill need of employee (O'hair, et al, 2010; Sellnow & Ahlfeldt, 2005). It is included action, interaction and transaction. It is believed to be more important than enthusiasm, integrity, and other interpersonal competencies (Beebe & Beebe, 2013). Hence it is an extremely expensive way of getting the message across (Siddons, 2008). Accordingly it is more than important to prepare the qualified public speaking for business and develop professional speaker.



Educational institutions have an important role to produce public speaker for business. Public speaking courses must be designed to anticipate various characteristics of audiences (Radding, 2002). It has to generate the professional speaker to deeply understand on the opposites parties' characteristics (Beebe & Beebe, 2013). They are included ages, gender, race, income, educational background, culture, audience attitude, value, interest, and believe, timing, and venue conditions (Templeton, 2010). Accordingly, the learning outcome of professional speaker education teaching should generate the students which are able to prepare the content needed by audiences, set the presentation goals, and impress the audience. (Siddons, 2008) concluded that the goal of business presentation are included selling, persuading, giving good news, and giving bad news. Scholars (Axtell, 1992; McKinsey, 2014; Radding, 2002; Mills, 2007; Oulton, 2007) proposed that professional speaker have to manage their headliner, opening, middle, closing stages of speeches to impress the audience.

III. METHOD

This study is a stage of *Research and Development* to generate the model of teaching public speaking for non-graded students. This research employed 47 respondents from 9 training and course institutions in Yogyakarta. Literature review, interview, survey, and FGD are used to gather the data needed. Qualitative Descriptive is used to analyze the data. Double steps gathering data (observation, interview, FGW, documentation, and desk evaluation), double check of the oral and written data, deep observation, and interreter reliability are use to validate the data.

IV. RESULTS

Based on National Education system on the Act No 20, 2003 article 26 verse no 5, course and training are organized for people who need knowledge, skills, life skills, and attitudes for self-development, professional development, work, independent business, and / or continuing education to a higher level. Hence, the existence of Institute Courses and Training is crucial for the continuation of business and education. Courses and training for the non-formal education will be useful as an addition, supplement, and substitute for formal education. Besides courses and training is also useful in preparing competent personnel in a short time with a flexible learning system (Presidential Decree No. 8 of 2012). However, 294 from 18.892 non-degreed education institutions throughout Indonesia held in Yogyakarta province. Only 212 from 296 are still working (Ditjen PAUDNI, 2015). There are 49 types of education that most of them lack of Public Speaking for business competencies.

This study found that there are 3 categories of non-degreed education institutions problems. The first categories describe that non-degreed education institutions with very short business live. The second one is they have less abilities to manage and package their educational program. Finally, their alumni are difficult to employee at the work market. It is concluded that non-degreed education institutions have less ability to produce the quality profession on public speaking. They are likely weak on promote their business outcome, promote the



learning goal and characteristics, and promote their business advantages (BPKB analysis). Accordingly, it suggested that non-degreed education institutions have to provide teachers, curriculum and materials, outline, and internal training of public speaking for business. They have to be developed more simply, operationally and practically rather than develop for higher education. Thus, the further stage of the study is analyzing the need of non-degreed education institutions to develop the quality of teaching public speaking for business. This stage is included FGD in the level of policy making in Yogyakarta, survey on the non-degreed education institutions (instructor and management), analyze the current curriculum, and finally validate all of the information by using three parties' FGD.

This study analyzes the need that included non-degreed education institutions needs, wants, and weakness (Macalister, 2010). The need analysis based on FGD, survey, and SKL analysis of SKKNI found the need of form and the deep of public speaking concept, method, tools, and teaching media. Ininitially based on FGD the need of public speaking learning of non-degreed education institutions have to be focus on the mastery on the concept gradually and flexibly. Gradual means the learning is included the part of introduction, deployment, and development. It is contained the elements of material grading (from the theoretical to the practical, from easy to difficult, and from be guided to independent), grading methods (the use of methods of lecture, discussion, demonstration, modeling, peer evaluation, and project), and gradation evaluation (the test orally or in writing, portfolio, to test the practice of public speaking).

Gradation of material is associated to the variation of courses duration. Driving courses, for example, only requires 5 to 10 meetings but automotive computer courses or can take up to 1 year. In this condition, according to BPKB, public speaking business fos inserted in 1-2 meetings integrated with a single course in the form of the introduction of the concept of public speaking. Based on the result of FGD, Public speaking requirement for non-degreed education institutions adapt the type of course, ie, single course, focus on single skills with a course time is limited (such as sewing, conducting courses, flower arranging courses, courses baby sitter, embroidery, embroidery) do not need specific public speaking courses. However to train bridal makeup, hairstyling, SPA, beauty and skin care, cameraman TV Network, housekeeping, photography, electronics, export import, graphic design, taxation, secretarial, accounting, fashion, television announcer, master of ceremonies, need specific public speaking courses.

The surveys' questionnaires result shows the important of public speaking, business communication, and business presentation for non-degreed education institutions. It is suggested that the courses are equal to 1- credit based on National standard of competencies (KKNI). The response shows that 92.5% argue that public speaking for business are important to increase the insight, simplify to introduce the products, open the business opportunities, and it is important to adjust speaking in public. They agree that appropriate references are needed in the process of training program. It is related to the weakness of non-degreed education institutions on public speaking training (figure 1).

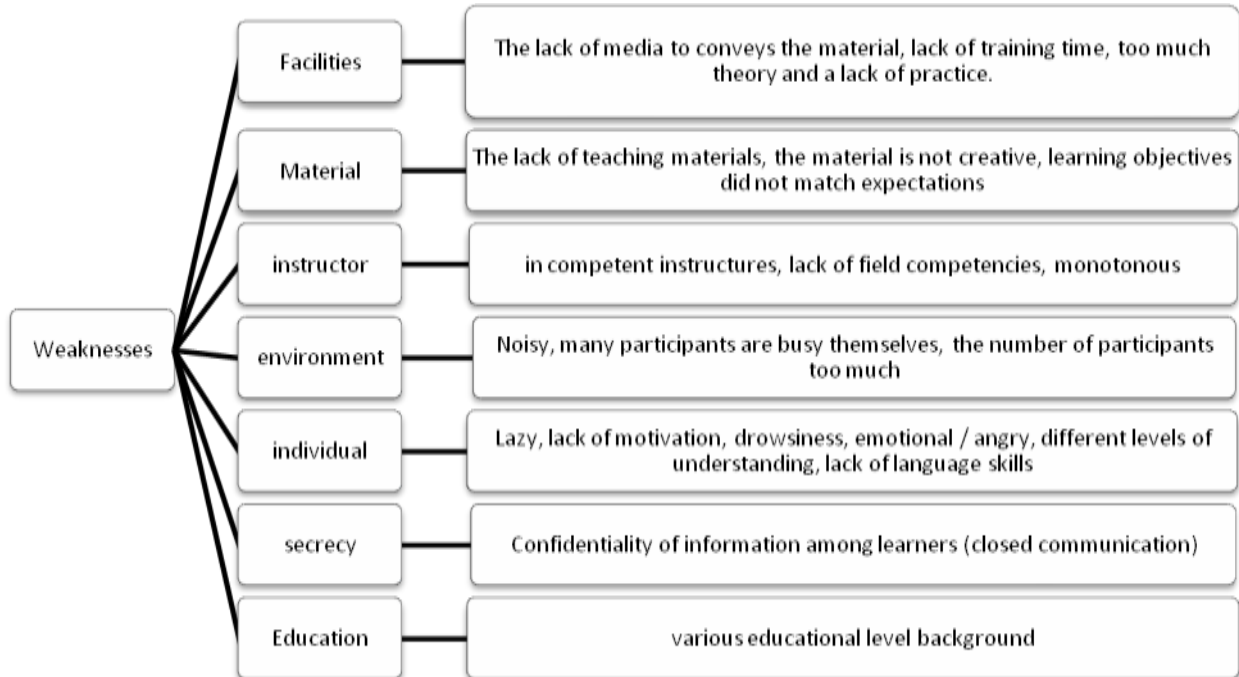


Figure 1 the weakness of non-degreed education institutions on public speaking training

Beside the need of non-degreed education institutions, the analysis are included the want of non-degreed education institutions. It is included theoretical material, techniques, choices of material, ethic, and tips of public speaking courses. Instructor suggests that they need a leadership, language skill, business management, business practice, and personality development on public speaking. The result of the questionnaire and FGD with instructors shows that they need reference and learning tools to deliver the material of public speaking (table 1).

Table 1. The need of Public Speaking learning for non-degreed education institutions

The content	Tools
Public Speaking	
1. Theory of public speaking	1. Syllabus public speaking
2. Characteristics of learning public speaking	2. Sample evaluation
3. Various examples of public speaking	3. Free use of model
4. Examples of evaluation of public speaking	
5. Explanation models	
6. Tips on public speaking	
Business communication	
1. Theory of business communication	
2. The business communication skill	
3. Ethics in business communication	
4. Establishing business cooperation	



Business presentations

1. Technique business presentations
2. Measures of business presentations
3. Media business presentations
4. Components of personal business presentations
5. Select and write the content of the presentation

The result of public speaking curriculum analysis based on KKNI shows that *public speaking* is not work on level 1 of SKL. *Public speaking* is delivered to teach attitude and values of communication courtesy, and the basic knowledge of public speaking on the level 2 and 3. Whereas level 4 and 5 are delivered the content of public speaking skill. It is contained rights and responsibilities, such as planning, reporting (Government Regulation No. 8, 2012). Table 5 shows the material, method, and evaluation of non-degreed education institutions

Table 2 The material, method, and evaluation of non-degreed education institutions

Course Duration	Material	Method	Evaluation	Model
Level II (± 180 - 240 hours)	<ul style="list-style-type: none"> • Introduction (basic of public speaking) 	<ul style="list-style-type: none"> • Lectures • Demonstrations 	<ul style="list-style-type: none"> • Pick-test or an oral test 	Integrated
Level III (± 240 - 400 hours)	<ul style="list-style-type: none"> • Introduction (basic of public speaking) • Bussines Communication 	<ul style="list-style-type: none"> • Lectures, • demonstrations, • modeling, • performance 	<ul style="list-style-type: none"> • Written test 	semi independent independent
Level IV (± 300 - 500 hours)	<ul style="list-style-type: none"> • Public Speaking • Bussines Communication Bussines Presentation 	<ul style="list-style-type: none"> • Lectures, • demonstrations, • modeling, • performance 	<ul style="list-style-type: none"> • tests of knowledge Presentation tasks 	independent
LKP Level V (± 400 - 500 hours)	<ul style="list-style-type: none"> • Public Speaking • Bussines Communication Bussines Presentation 	<ul style="list-style-type: none"> • Lectures, • demonstrations, • modeling, • performance, • project, • reporting 	<ul style="list-style-type: none"> • tests of knowledge Presentation tasks • proposal • present 	Independent as a single course

According to the needs, wants, and weakness, the public speaking course have to be delivered based on Curriculum based Learning outcomes/SKL (as National standard of work competency of Indonesia/SKKNI), Syllabus and Learning Program Design. Therefore, the learning method should be represented the real world of work, such as offers of cooperation, submit proposals, conduct interpersonal communication, and conduct business communications. Implementation of learning material covering theoretical and practical, carried out by a variety of methods including portfolios such as the business and industrial world. Performance criteria are a translation of basic competence (competence element) and



Standards of competence (unit of competency) as contained in the curriculum and competency standards. All that needs to be understood by the learner. Table 3 shows the Component of public speaking.

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Component	Level II	Level III	Level IV	Level V
Public Speaking				
1. Public speaking for business				
a. Introduction	V	V	V	V
b. Model	V	V	V	V
c. Model objective	V	V	V	V
2. The Nature of public speaking				
a. Description	V	V	V	V
b. Benefit	V	V	V	V
c. Importance	V	V	V	V
3. Model and dimension of public speaking				
a. Model		V	V	V
b. Method		V	V	V
c. Dimension		V	V	V
4. Strategy				
a. Internal			V	V
b. Material			V	V
c. Interactional			V	V
5. Model public speaking for business				
a. Concept				V
b. Teaching tools				V
c. Component				V
d. Tips				V
Business communication				
1. Basic of Business communication				
a. Description	V	V	V	V
b. Types	V	V	V	V
c. Function	V	V	V	V
2. Steps of Business communication				
a. Planning		V	V	V
b. Writing a business message		V	V	V
c. Finishing		V	V	V
3. Building cooperation				
a. Team Communication				V
b. Proposal				V
c. Mail Communication				V
4. Interpersonal Communication				
a. Description and goals			V	V
b. Communication barriers			V	V
c. Handling barriers			V	V



5. Practice of business communication					V
a. Planning					V
b. Actuating					V
c. Evaluating					
Business Presentation					
1. The nature of business presentation	V	V	V	V	V
2. Technique of business presentation	V	V	V	V	V
3. Steps of business presentation		V	V	V	V
4. Media and structure of business presentation					
a. Media				V	V
b. Structure				V	V
5. Practice and evaluation					
a. Practice of presentation					V
b. Product evaluation					V

This study Design the Model of Public Speaking for non-degreed education institutions. The model includes the component of model i.e., the content and target of model. The components are model planning, implementation, and evaluation. Model of Public Speaking for Business is proposed to non-degreed education institutions. It begins with the planning (preparation, goal setting, materials, methods, media, and evaluation). The implementation of model starts from the preparation in the form of a syllabus and a set of public speaking test. It is continued by setting goals models of the public speaking skills of learners, business communications, and business presentations. This model is equipped with a short book for similar material with 1-4 credits. It may include a reference book Public Speaking for Business, Business Communication books, and book Business Presentations. The book serves as a reference model and the lectures source books that should not be abandoned. The model is taught by various methods, such as lectures, discussion, cooperative learning (with different models), tasks, and examples or simulation and modeling, and performance, as well as project work. To carry out the task of teaching, instructors should make their own syllabus, may also use the attached syllabus at this level in the first book of his SKL. Media and the primary source used was a power point (material Book III) and the book I, book II, III book. Evaluation of the model is shown in the form of a formal test, behavior observation (informal test) and test business communication practices and business presentations. Figure 2 shows the model of public speaking for non-degreed education institutions.

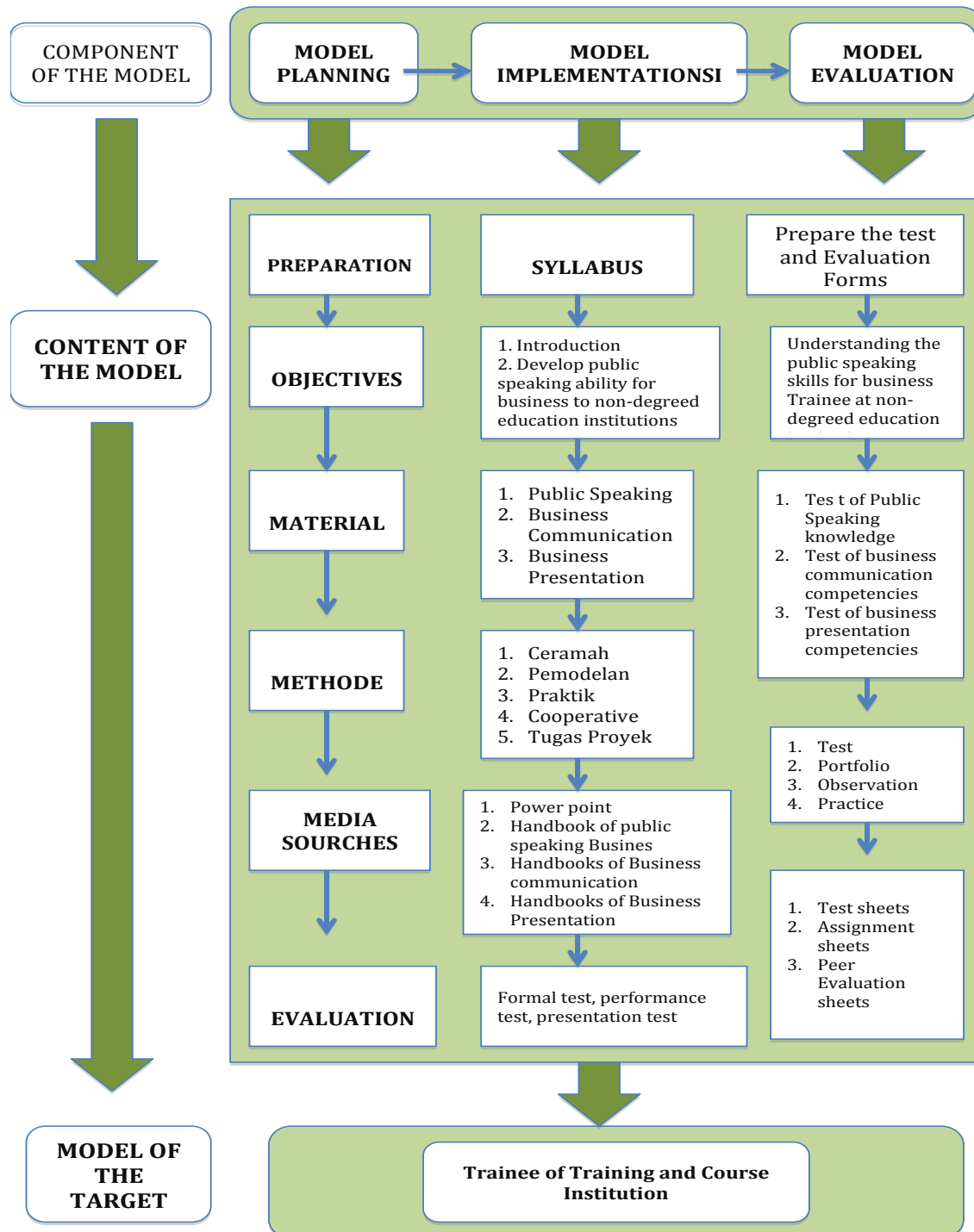


Figure 2 the model of public speaking for non-degreed education institutions.



In sum, the model is proposed to fulfill the need of public speaking for business course for non-degreed education institutions. Hence, the trainee will able to have a basic skill and knowledge of public speaking, business communication on both oral and written, basic of business presentation skill.

V. CONCLUSIONS

Public speaking for business for non-degreed education institutions is designed based on the needs analysis derived from discussions and survey questionnaire. Public speaking for the non-degreed education institutions is gradated, gradually and flexibly. It is graded in materials, methods, and evaluation. The material includes introduction, deployment, and development. Public speaking must accommodate the weakness of the non-degreed education institutions, the limitations of media facilities, teaching materials, the environment, and the limited competence of instructors, as well as the heterogeneity of the course participants. It is also accommodated the desire instructor for assistance in the form of the complete material of public speaking (theoretically, techniques, material selection, ethics, leadership, language skills, business management, business practices, and personalities in public speaking). The needs of the non-degreed education institutions are material (i.e., public speaking, business communications, and business presentations) and the tool of learning (such as syllabus, sample evaluation, and guidance models). They are adapted from the levels of SKL at SKKNI. The higher the level of training requires more complete materials delivered.

Public speaking for business models for non-degreed education institutions has various characteristics. It is focused on level 2 to level 5 trainees. Initially, the preparation based on syllabus, and evaluation based on the testing and marking sheets. This model is aimed to introduce and develop public speaking skills for non-degreed education institutions. The material of the model consists of public speaking, business communications, and business presentations. The method used the SKL KKNi, i.e., lectures, practice, cooperative learning, and project assignments. The success of the method is evaluated through tests, portfolios, observation, and practice. The power point, books are used as a reference to deliver public speaking course by instructor. Evaluation uses the form of formal tests, performance tests, and tests presentation based on SKL level.

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