

## IMPLEMENTATION OF CABARITUS METHOD TO IMPROVE STUDENTS' PRESENTATION SKILL IN LEARNING

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**ABSTRACT:** This research was conducted to increase students' participation in delivering ideas/notions/opinions in lectures and improve the quality of student presentations through the application of the CABARITUS method. The type of research is classroom action research while the action giver is lecturer and the research subjects are 45 students who take the Curriculum and Geography Textbooks Study. Data about students who are active during lectures was collected by observation using a checklist sheet. While data about the quality of student presentations were collected by observation using learning observation sheets. Data were analyzed using percentage techniques. The results showed that; 1) the number of students who actively gave presentations in the form of ideas/opinions at the first meeting was 11 people (24.44%), at the second meeting there were 16 people (35.55%) and at the third meeting were 21 people (46.66 %). This result can be interpreted that the application of the CABARITUS method can increase the number of students who actively deliver ideas/notions/opinions in lectures. 2) In terms of the quality of presentations at the first meeting, from 11 students who made presentations there were only two students who were able to deliver it in the excellent category (18.18%), at the second meeting they rose to 5 from 16 students (31.25%) and at the third meeting 9 out of 21 (51.38%) students had very good presentation quality. The quality of the presentation can be seen in the presentation content and presentation techniques. The conclusion from this research is that CABARITUS method can increase the number of students who make learning presentations and improve the quality of student learning presentations.

*Keywords: CABARITUS Learning Method, Learning Presentation, Public Speaking*

### 1. INTRODUCTION

Communication is simply interpreted as the process of delivering a message. Communication cannot be separated from the society because communication is the backbone of a society (communication is the backbone of our society). According to [1-3], there are four forms of communication that are often carried out by humans, especially in the context of learning, that are 1) intrapersonal communication, 2) dyadic communication (people to people), 3) communication in small groups (small group communication) and 4) communication in front of people (public speaking). In lectures, the form of public speaking implementation that is often done by students is to present ideas/ notions/ opinions in class. The presentation aims to convey ideas/ notions/ opinions, provide suggestions or input and sometimes even aims to provide an objection and criticism.

Presentation as part of communication skills and public speaking is a very important attribute of soft skills. Mitsubishi Research Institute's research results (2002) suggest that soft skills contribute 40% to one's success in life and career and also Harvard University, USA research publishes data

that one's success is determined by soft skills [4]. Survey results in the USA, Canada and UK also show that oral communication (public speaking) is in position 9 of 23 soft skills attributes that determine a person in the world of work and career (Center for Entrepreneurship Education and Development, 2004 in [3]). Public speaking is also a special concern of the Ministry of Research, Technology and Higher Education (Kemristekdikti) which emphasizes that one of the competencies that must be possessed by college graduates is communication and public speaking skills including presentation [5].

The fact is that in the 'Telaah Kurikulum dan Buku Teks Geografi' class of July - December 2019 semester, there are still only few students who are brave to convey ideas/ notions/ opinions in lectures. Students tend to be passive and prefer to be listeners. Through observation and interviews with several students, it was revealed that what causes them to tend to be passive in lectures is, 1) lack of understanding of the material so that they are not confident, 2) they are not familiar to speak in front of the public, 3) it is difficult to arrange the right words and sentences. If learning takes place like this, the results will be less than optimal. Konfusius said "*what I hear - I forget, what I see -*

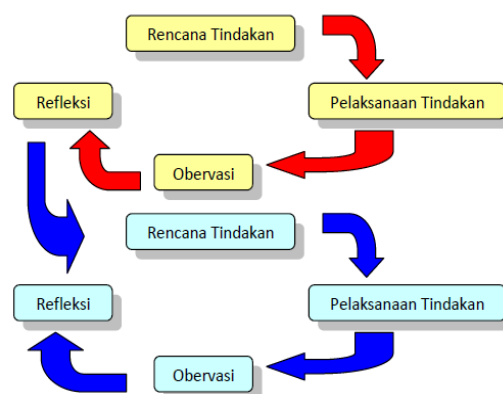
*I remember, What I do - I understand*". It means that in learning students must be actively involved and one form of student's activeness is in delivering presentations, especially if the presentation begins with dialogue and collaboration with other students or in groups.

Based on that, the writer as a lecturer tries to design a learning method named CABARITUS which stands for the series of activities as follows: 1) Mencari (CA), 2) Membaca (BA), 3) Meringkas (RI), 4) Menuliskan ulang (TU), 5) Sampaikan (S). The purpose of applying this method is to improve student's participation in presenting ideas/ notions/ opinions related to the topic being discussed (quantity) and to improve the quality of their presentation (quality). In applying this method, lecturers are required to control student's activities according to the learning steps. The clarity of direction and the firmness of lecturers is one of the keys to the success of this method.

## 2. METHODS

This research is a classroom action research conducted in the 'Telaah Kurikulum dan Buku Teks Geografi' class. The schedule is every Monday at 09:40 - 12:20 WIB with 3 SKS, in lecturing room of PPs UNP, 1st floor, room code 02104. The number of research subject is 45

people. The writer acts as an action giver and data collection is assisted by 4 observers using learning observation sheets. Data were analyzed using percentage techniques. The action was carried out three times with an overview of the activities as shown in the following Fig. 1:



Source : [6]

The implementation of learning using the CABARITUS learning method begins with giving a topic that will be discussed by students in the classroom. In order for dialogue and collaboration to occur, students work in groups. The following description of the learning steps:

Table 1. Explanation of Activities in the CABARITUS Method

No	Learning steps	Lecturer's activity	Student's activity
1	Mencari (CA)	Lecturer gives topics to be discussed	Students look for references (facts, data, concepts, theories, research results that are relevant to the topics given by the lecturer). All references must come from online sources. Students are allowed to access the internet both with laptops and smartphones.
2	Membaca (BA)	The lecturer directs students to read the references obtained.	Students save the references found and read them with a focus on key words and sentences.
3	Meringkas (RI)	The lecturer directs students to make a reading summary.	Students make a reading summary.
4	Menuliskan (TU)	The lecturer asks students to write a reading summary using their own sentences	Students write a reading summary using their own words or sentences (paraphrases).
5	Menyampaikan (S) This is the final activity in the CABARITUS learning method.	Lecturers provide opportunities for students to express opinions/ notions/ ideas related to the topics discussed. In delivering that there must be an element; 1) explain, 2) illustrate, 3) associate, 4) compare, 5) conclude.	Students convey ideas/ notions/ opinions related to the topic according to the direction of the lecturer. Before delivering it in front of the class, students first have to make dialogue with their closest friends.

Source: [6]

To get presentation quality data, observation sheets of student presentation quality is used, consisting of two focus: 1) presentation content,

and 2) presentation techniques. The assessment rubric is as follows:

Table 2. Indicators and Rubrics of Presentation Quality Assessment

No	Indicator	Very Good (81 -100)	Good (71 – 80)	Fair (61 – 70)	Poor (< 60)
1	Content of presentation	The content of the presentation is based on more than one data/ research results/ concept/ relevant and accurate theory.	The contents of the presentation are based on relevant and accurate data/ research results/ concepts/ theories.	The content of the presentation is based on data/ research results/ concepts/ theories that are relevant but not accurate/ up to date	The content of the presentation is based on data/ research results/ concepts/ theories but is less relevant and less accurate
2	Presentation technique	Students master voice, verbal, and visual techniques and are passionate and able to make the audience enthusiastic	Students master voice, verbal and visual techniques and are enthusiastic but have not been able to make the audience enthusiastic	Students have begun to master voice, verbal and visual techniques but are lacking enthusiasm	Students have not mastered voice, verbal and visual techniques so they are monotonous and boring

Source: [6]

### 3. RESULTS AND DISCUSSION

The implementation of the CABARITUS learning method in the ‘Telaah Kurikulum dan Buku Teks Geografi’ was held three times; on September 23rd and 30th and October 7th, 2019. The giver of the action was the lecturer, Dr. Nofrion, M. Pd with four observers.

The first CABARITUS learning method was implemented on Monday, September 23 2019. The topic discussed was the Urgency of Curriculum in Learning. At the beginning of learning, the lecturer gives an explanation of the CABARITUS learning method and the objectives to be achieved by applying the method. After the method was implemented, 11 students expressed their ideas/ notions/ opinions about the proposed topic. In terms of the number, 24.44% of students are brave to deliver learning presentations. Then, at the second meeting held on September 30, 2019, it is recorded that 16 students convey ideas/ notions/ opinions on the topic of ‘Critical Review of Geography Curriculum in Indonesia and the World’ or as many as 35, 55% of the total number of students. Furthermore, at the third meeting on October 7, 2019, the lecturer gave a topic of ‘Position and Urgency of Geography Subjects in the 2013 Curriculum’. The learning observations by observers recorded a data that the number of students who made presentations was 21 or about 46.66% from the total number of students. The development of the number of students delivering presentations from the first meeting to the third meeting is presented through the following Fig. 2:

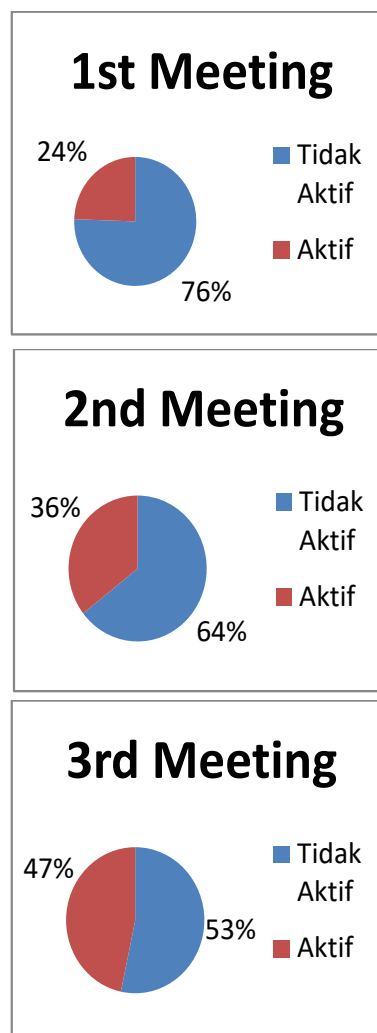


Fig 1. Development of the Number of Students Conducting Learning Presentations

Looking at the trend of the number of students’ data who have delivered learning presentations it can be concluded that the CABARITUS method

can increase the number of students who deliver presentations in the form of ideas/ notions/ opinions in the classroom. If viewed from the

quality of student presentations using the existing matrix, the achievements of the scores of student presentations are:

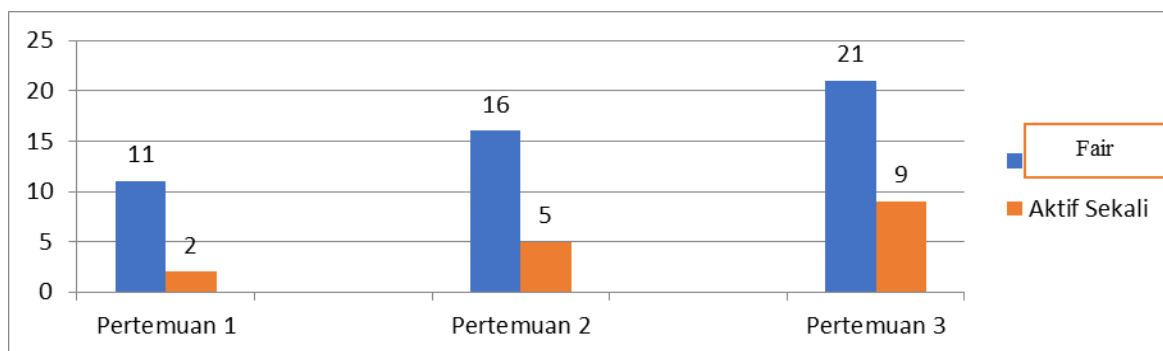


Fig 2. Development of Student Presentation Quality

Based on diagram 2 above, it can be seen that the number of students with excellent presentation scores (81-100) at the first meeting was 2 out of 11 students. Then in the second meeting there were 5

out of 16 students whose presentations received very good grades. Then, at the third meeting the number reach 9 from 21 students who made presentations.

Table 3. Assessment Rubric of Presentation Quality

No	Indicator	Very Good (81 -100)	Good (71 – 80)
1	Content of Presentation	The content of the presentation is based on more than one data/ research results / concept/relevant and accurate theory.	The contents of the presentation are based on relevant and accurate data/ research results/ concepts/ theories.
2	Presentation Technique	Students master voice, verbal and visual techniques and are passionate and able to make the audience enthusiastic	Students master voice, verbal and visual techniques and are enthusiastic but have not been able to make the audience enthusiastic

The results showed that applying the CABARITUS learning method can improve the quality of student presentations in learning. Some important notes from the implementation of the CABARITUS method in learning are:

- 1) Learning must use diverse learning resources and be more directed towards online learning resources. This is facilitated by the activity of "searching - reading" online sources. This is in line with the new literacy in the Industrial Revolution 4.0 Era, that is data literacy. Data literacy is the ability to search, read, analyze and use information from "Big Data" in the digital world. Text books or teaching materials provided by lecturers are positioned as initial reading and their development is from online sources. Students must be able to access references through the internet. Many journals, data portals and information sources that can be accessed free of charge, including official data provider sites, both government and non-government. The term "Internet of Things (IoT)" needs to become "habits" in learning where various equipment, machines, sensors and people are designed to communicate with each other with internet technology [7]. In the context of the

CABARITUS learning method, humans must be able to communicate with online sources through the internet, analyze, and use digital data. The success of this method requires the availability of internet facilities as well as students owning a laptop or smartphone.

- 2) In applying the CABARITUS learning method, students are trained to be able to produce ideas or opinions using their own sentences even though the ideas or opinions come from various sources. As explained in the introduction of this article, there are still many students who are not brave enough to speak and express their opinions in front of others. [8] proves that it was caused by; 1) inability to formulate ideas, 2) lack of courage to speak in front of people and 3) not used to it. This problem does not solely come from the student side but can also come from the lecturer, such as lecturer who rarely opens opportunities for students to speak or who is too authoritarian in lectures [8]. One effort to overcome this is to train students to do paraphrase techniques. According to the KBBI, paraphrasing is the decomposition of a text in the form of another wording which aims to explain its hidden meaning.

Paraphrasing can also be interpreted as a way of expressing what has been written and said by others by using different words to make it easier to understand. This technique needs to be trained for students because they will need this skill in writing thesis, articles, etc. In accordance with the CABARITUS learning method, the stages of paraphrase technique that need to be done are:

- a) Look for and read sources that are relevant to the topics discussed.
  - b) Summarize the reading by focusing on key words and key sentences. Understand the meaning of each. If there is data, well note the source dissertation.
  - c) Close the book and reread the worksheet containing key words and sentences.
  - d) Then write the meaning of the key words and sentences using your own words. Then assemble it into a new written idea.
  - e) Discuss with closest friends.
- 3) The application of the CABARITUS learning method last step: "sampaikan". Before students convey what they find and understand, they are given space to have a dialogue with their closest friends. It aims to get a different perspective from others. Dialogue and collaboration are the core of the "*silent revolution*" or peaceful revolution in the classroom carried by [9] (2012), an expert of lesson study from Japan. Dialogue and collaboration will become an interesting discussion media between students. By listening to each other, exchanging views and opinions, students' understanding of a topic will be deeper. The wiseman says, "multiply reading and discussing so that the truth is not merely what is true in our own minds".

#### 4. CONCLUSION

The CABARITUS learning method applied in learning 'Telaah Kurikulum dan Buku Teks Geografi' can increase the number of student participation in delivering ideas/ notions/ opinions related to the topics discussed. In addition, this method can also improve the quality of student presentations which are assessed from the aspect of presentation content and presentation techniques.

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