Teamwork's Experiences through Project-Based Webinar in English for Public Speaking

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Abstract: Several problems are faced in the English for Public Speaking course. Lecturer wants to implement project-based webinar which held by students' teamwork. This research aims to identify the implementation of project-based webinar from teamwork's experiences to organize webinar in English for Public Speaking course. The researcher conducted qualitative method with basic interpretative approach through observation. This research conducted at D-4 English for Tourism Industry, Politeknik Negeri Malang. The subjects were 18 students of the third semester students. Observation was managed along the process of the Project Based Learning implementation in the English for Public Speaking. The result of this study about teamwork's experiences are being a chief committee, secretary, treasurer, event division, public relation division, also publication and documentation division. The process of the Project Based Learning implementation by creating webinar gives many advantages for the students. It makes the students become more creative and train to be critical due to the problem which is given is based on real problem faced in that time.

Keywords: public speaking, teamwork experiences, webinar project

Introduction

An interesting English learning must involve the active participation of students and lecturers. Apart from that, the learning methods applied must also be in accordance with the learning outcomes that students want to achieve. The learning output of English Language teaching can be in the form of students' projects (Putra & Suharto, 2022; Suharto, 2022a; Zubaidi et al., 2023). Most of students also give positive perceptions on the students' project (Suharto, 2022b; Suharto et al., 2023; Zubaidi et al., 2021).

Several problems are faced in the English for Public Speaking course, namely designing learning projects and finding appropriate learning methods. English for Public Speaking lecturer want to implement project-based webinar which held by students' teamwork. Students need to have teamwork experience to complete projects from lecturers so that they have ability to work together with teamwork when entering the world of work (Bahrami et al., 2023; Ginaya et al., 2022; Holen & Sortland, 2022). Teamwork is very useful for students (Mahmudovna, 2023; Noël et al., 2022; Wulantari et al., 2023).

There are several research which identify the public speaking experience (Amelia et al., 2022; Budianto, 2023; Rindu Kinasih & Olivia, 2022; Yulianti & Sulistyawati, 2021; Zulhermindra, 2020). None of them using Webinar as project to improve Public Speaking skills. Public Speaking course with specific purposes is designed to help students improve their speaking skill (Mufanti et al., 2018). Several research also identify students' perception on Public Speaking (Aini et al., 2022; Hz, 2022; Liu, 2023; Nadiah et al., 2019; Sabri & Novita, 2020). Therefore, this research aims to identify the implementation of project-based webinar from teamwork's experiences to organize webinar in English for Public Speaking course.

Methodology

Due to the result of this study is descriptive data about student's webinar as Project Based Learning output for English for Public Speaking learning, the researcher utilized descriptive qualitative research. Qualitative research requires collecting and analyzing non-numerical data in order to understand opinions, concepts, or experiences. Here the researcher conducted qualitative method with basic interpretative approach through observation. This research conducted at D-4 English for Tourism Industry, Politeknik Negeri Malang. The subjects were 18 students of the third semester students. Observation was managed along the process of the Project Based Learning implementation in the English for Public Speaking.

Result and Discussion

The implementation of Project Based Learning in English for PUBLIC SPEAKING subject displayed in the table 1 below:

Table 1: The implementation of project-based webinar

No	Activities	Schedule
1.	Lecturer gives the webinar project of English for Public Speaking to the students	The First Week
2.	Discussion session and arrangement project draft by the students	The Second Week
3.	Consultation and revision of the project-draft	The Third Week
4.	Project execution in which students held the webinar	The Fourth Week
5.	Project evaluation in which Collecting accountability report of the student's webinar	The Fifth Week

The whole process of the Table 1 can be explained as follows five activities. In the first week, the lecturer of English for Public Speaking subject gave project of this subject to the students. Based on the learning syllabus, for the project of English for Public Speaking subject the students had to create one of Public Speaking webinar. Due to the needs of real problem as referenced in the implementation of Project Based Learning, the lecturer gave the students project about webinar. The project was also should be done in a big-scale group means whole students in the English for Public Speaking class. In addition, as one of characteristics in the implementation of Project Based Learning, the lecturer gave a week to the students to arrange what kind of event they will do and how they will hold it.

In the second week, students discussed the project. In the period of a week, the students instructed to work together in a group to decide their project. As the implementation of Project Based Learning, this discussion had to be finished in the time stated before and presented in a form of project-draft which is contained of event concept. So, after the discussion in the period of time, the students finally decided to hold a Webinar by using topic of "How to Manage Anxiety in Public". Then, the students arranged the project-draft of "How to Manage Anxiety in Public Webinar". The project-draft contained of background of creating the event, theme and title of the event, purposes of the event, time and place of the event, target of the event, committee of the event, event rundown and also funding of the event by using general explanations or no detail before.

In the third week, the students consulted the project-draft to the English for Public Speaking lecturer. The students gave the project-draft to get confirmed by the English for Public Speaking lecturer. In the Project Based Learning implementation, lecturer or facilitator hold important role to monitor how the students work in a group. Here, the lecturer asked the students to revise their project-draft in some certain points. At least, the students were given three days to fix their project-draft. In this period of time, the students were also allowed to consult every revision until they get finished the webinar project-draft in detail. After that, the students worked in their task as the event committee. Since the

webinar project-draft was fully confirmed by the lecturer, the students had to start to do their task as event committee in the period of time which has been specified by the lecturer. The description of the task written as follows:

a) The chief committee:

Before conducting the Webinar, the chief committee worked to be coordinator of the whole process in preparation. The chief committee created concept for the event and delegated each task to each committee structures. Chief committee provided direction and supervision along the process. Here, the most important was about looking for alternative solutions for each existing problem in the preparation of the webinar event;

b) Secretary:

In the preparation, the secretary made official letters such as permit application letters, cooperation contracts and event proposal for related institutions those were English Department, Politeknik Negeri Malang and also the speaker for the webinar event. Besides, secretary also prepared the attendance lists for the webinar participants as well as the attendance list of the committee. Last for the preparation, secretary created certificates for both the committee and seminar participants;

c) Treasurer:

Treasurer worked together with the chief to arrange the budget plan for expenses from the needs of the webinar event. In the preparation, the treasurer had to manage and supervise whole of the budget income and the use of funds made in a clear notes or books. In detail, the treasurer was also provided system of fund registration means accepting the income and distributing it to the people or institution related to the webinar;

d) Event division:

For the preparation, the event division, led by the event division coordinator made detailed schedule of the event including the list of the equipment needed. Event division also had to socialize the schedule to the all of parties related of the webinar event;

e) Public relation division:

Here, public relation division managed by the coordinator called or contacted the speaker or presenter for the webinar as asked by the event division. They delivered the official letter from the secretary and made sure the time negotiation for the webinar. This division was also responsible to send proposal to related institutions. Public relation division also had to collect information about the speaker, whether about the name, title, CV or the materials needed for the webinar;

f) Publication and documentation division:

The coordinator from this division worked together by the team to create good and attractive webinar pamphlet and distributed it in many social media, such as WhatsApp, Instagram, Facebook and Twitter.

In the fourth week, The Student's Webinar execution. Regarding to the time specification, the webinar execution was held in the time specified in the Project Based

Learning task-schedule. In the whole process of the webinar, the students worked together to handle the event. Secretary distributed attendance list to the audience of the webinar in form of google-form. Event division collaborated with public relation division managed the event, such as calling the Master Ceremony or MC and dealing with the webinar speaker to make sure the time or necessity for them were provided well. Publication and documentation division documented the webinar event. Last, the chief was responsible to the all of activity inside the webinar program.

In the fifth week, Student's Webinar evaluation. Last step from the implementation of the PBL in English for Public Speaking subject, the students together with the lecturer were conducting evaluation of the Webinar project. The evaluation was displayed in form of accountability report which is contained of the report of the event including the strength and the weakness of the Webinar.

Discussion

The combination of learning English for Public Speaking and teamwork projects is very beneficial for students, especially in vocational education. This research not only helps increase student creativity in the field of public speaking, but also improves students' ability to work together in teams. This is very important to do to prepare students to face work performance that demands teamwork when entering the world of work.

This current research identified that public speaking project using webinar, while Amelia et al., (2022) research identify public speaking through speech. Webinars provide space for students to work together in organizing events. Organizing a webinar cannot be managed by one student, but all students must actively participate for the success of holding a webinar. Projects in the form of webinars are more effective in improving students' public speaking skills compared to speeches. This is because webinars provide space for students to communicate actively with people around them. On the other hand, speeches provide an opportunity for students to memorize scripts from speeches so that they are not effective in improving students' public speaking skills.

Movie is a medium that displays images and writing. This media is used by Rindu Kinasih & Olivia (2022) to improve students' public speaking skills. This media is less effective because students only see and get information about the topic in the film to express it again in a limited way through public speaking practice. It is also similar to Zulhermindra (2020) who Use of Videotaped Feedback to improve their speaking skills. It is not effective because students only speaking based on that feedback. On the other hand, current research is very effective for improving speaking skills because webinars provide an opportunity for all students to communicate actively in this activity. It is similar with research conducted by Yulianti & Sulistyawati (2021) which is focused on Group discussion only without giving students project.

Project based learning is also suitable for application in English for Public Speaking courses. This is because students are able to create creative ideas in organizing webinars. Apart from that, the output from implementing project-based learning can be applied well in the vocational world.

Conclusion

In the era of online learning, Project Based Learning through webinar project can be one of learning method which is fit especially in the English for Public Speaking subject. It is defined as learning by project is really suitable and coherence to the English for Public Speaking subject that is also based on learning by doing something. The implementation of Project Based Learning in this subject appears many ideas about what kind of project can be developed, webinar is one of them. In this stage, webinar said to be project-based learning output. Teamwork's experiences include being a chief committee, Secretary, Treasurer, Event division, public relation division, also Publication and documentation division. The process of the Project Based Learning implementation by creating webinar gives many advantages for the students. It makes the students become more creative and train to be critical due to the problem which is given is based on real problem faced in that time.

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