A COLLABORATIVE CAR ON FACEBOOK GROUP:
A BORDERLESS MEDIUM TO IMPROVE STUDENTS'
PRESENTATION SKILLS

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ABSTRACT: Having the ability to present well is what the employees of Frisian Flag Indonesia (FFI) are seeking from LB LIA Palembang. An outside class of 14 busy employees focuses on giving presentation successfully. Presentation skillsneed to be mastered by the participants in two weeks to present their products. Facebook group was chosen as a medium to practice the participants'presentations. After explaining the basic skills of presentation in class, all participantspresented, recorded then uploaded their presentations to Facebook group, and they were asked to watch their friends' videos and wrote a feedback based on the designated checklist. The teacher also added the necessary comment. Theparticipants would revise and upload their presentation again based on the comments given. This research was aimed at finding out whether Facebook group is an effective borderless medium to improve students' presentation skill for busy participants. The research was conducted in 4 cycles including uploading the first video(pretest), 2nd video, 3rd video and final presentation (post test). The result was analyzed by comparing the first presentation and the final presentation based on the designated band descriptor. The result showed that all participants improved their presentation skills by practicing and learning from each other's pluses and minuses. Based on the questionnaire all of them like using Facebook group to practice their presentation skills because it is accessible from the comfort of their own busy schedules. Hopefully,it will inspire other teachers to embrace technology for teaching.
Keywords: FFI, Facebook group, presentation skills

On January 2017, we were assigned to teachan outside class of 14 busy marketing managers focusing on giving presentation successfully. Presentation skillsneed to be mastered by the participants in two weeks. They are expected to be able to present their products.Presentation skills would be well mastered if it were done through routine practice and corrective feedback. This task became so hard because every week, there must be some participants who were assigned to go out of the town for bussiness.

Facebook group was chosen as a medium to practice the participants'presentations. After explaining the basic skills of presentation in class, all participantspresented, recorded then uploaded their presentations to Facebook group, and they were asked to watch their friends' videos and wrote corrective feedback based on the designated checklist that covered material, expression, delivery, body language, and language. The teacher also addedsome necessary comments. Theparticipants would present, record and upload their presentation again based on the corrective feedbacks given.

This research was aimed at finding out whether Facebook group is an effective borderless medium to improve students' presentation skill for busy participants.

THEORITICAL FRAMEWORK

Aslanian, C. B., & Clinefelter, D. L. (2013)stated thatStudying online gave people more flexibility. They can work and fit your work schedule (and your hobbies) around their course, work more easily even more; so if you are taking an asynchronous class: an online class where you don't have to log in at a specific time for a live session but you can study and interact with your instructor and your fellow classmates at your own pace through, for example, the discussion forum.

In a survey conducted by The Learning House, 44% of online students reported improvements in their employment standing, for example by obtaining a full-time job within 12 months of graduation, and 45% reported a salary increase.

That's why the researchers decided to improve the students' presentation skills through online medium. To make the material accesible for all participants but is still confidential for others, the researchers used facebook group. Facebook group enabled participants to get the material, practiced the presentation then uploaded the result, wrote and got the constructive feedback and learned from others' mistakes from anyplaces as long as they were connected to the internet.

METHODOLOGY

Subject Research

The subject used for this classroom action research was Customized Conversation in English of Frisian Flag Indonesia (FFI) employees term 1/2017.The class consisted of 14 participants.

Plan of Action

The research was conducted in 4 cycles including uploading the first video(pretest), 2nd video, 3rd video and final presentation (post test).

The Procedures

a. **Observation**

The teacher realized that the class had never had full participants since the 2nd meeting. There must be 3 or 4 different parrticipants who were absent on every meeting. Based on the interview from the rest of the participants, they were assigned to go out of town every 2 days. So when the Director expectedthe participants to be able to deliver a good presentation in 2 weeks, it was quite challenging.

b. **Explaining the techniques**

The techniques were explainedin class then uploaded in facebook so it can be seen by all participants whereever they are.

c. **Pretest**

Participants recorded and uploaded their first video. The other participants and the teacher gave constructive feedback.

d. **Intervention 1**

The participants did, recorded and uploaded their presentation for the 2nd time based on the constructive feedback from their friends and teachers

e. **Post test**

The participants did the presentation in front of the teacher. Then the teacher took score

Data Collection

The data collection methods used in this research were through pretest, posttest, and questionnaire. We did this study for 4 meetings (as seen in Table 3).The score was take nevery meeting.

Table 3

No	Time	Activity
1	Saturday, January 23	**Pretest.** • Participants recorded and uploaded their first video. The other participants and the teacher gave constructive feedback. (Appendix 1) • Mr. Iswan, Ms. Trianda, Ms. Asri , Ms. Dyah took score
2	Wednesday, January 27	**Intervention 1.** • The participants did, recorded and uploaded their presentation for the 2nd time based on the constructive feedback from their friends and teachers Mr. Iswan, Ms. Trianda, Ms. Asri , Ms. Dyah took score
3	Sunday, January 31	• The participants did, recorded and uploaded their presentation for the 2nd time based on the constructive feedback from their friends and teachers Mr. Iswan, Ms. Trianda, Ms. Asri , Ms. Dyah took score
4	Saturday, February 6	**Post test** • Participants did the presentation in front of the teachers Mr. Iswan, Ms. Trianda, Ms. Asri , Ms. Dyah took score
5	Wednesday, February 6	• The interview with the participants was conducted (see appendix2)

Data Analysis

The students' presentations were examined to get the scores and then the scores were tabulated. The score tabulation was used to analyze the students' progress qualitatively. The scoring points were taken fromCV 6 scoring which included materials, expressions, delivery, body language, language, and time.

RESULT AND DISCUSSION

Considering their hectic schedules, out of 14students on the list only 9 students got complete treatment, pretest, intervention1, intervention2 andposttest. Based on the findings of the data analyses given, the following are several interpretations to strengthen the value of

this study. The interpretation covers 1) This research was aimed at finding out whether Facebook group is an effective borderless medium to improve students' presentation skill for busy participants, 2) it was also aimed to know about their opinions about the "facebook group". During 4 meetings, the students' presentation skill was monitored and recorded. The illustration can be seen on the following tables:

The results are discussed in 3 parts:

a.   The result of pretest
        Based on the data analysis, the participants of pretest were 9 students. The lowest score of the pretest is 2.7 and the highest score of the pretest is 4.0. With the average score is 3.3 .The result of pretest can be seen on Table a.1.

Table 1.a: The Result of Pre Test

No	Name	Expressions Subject, outline, question, ordering, visual aids, finishing	Delivery Tempo/speed, volume, articulation	Body Language Posture, movements, eye contact	Language	Time management	Average
1	P	3.5	3.5	3.5	3.4	5	3.8
2	LS	3.5	2.8	3	3	1	2.7
3	YR	4	4	4	4	1	3.4
4	N	3.2	3.5	3.3	3	5	3.6
5	WP	3.5	2.8	2.8	3.5	1	2.7
6	S	4	4	4	4	4	4.0
7	MIP	4	3.5	3.5	3.5	2	3.3
8	TT	3.5	3.5	3.6	3.2	5	3.8
9	KP	3.5	3.2	3.5	3.2	1	2.9
10	VE						
11	GS						
12	E						
13	F						
14	A						
						average	3.3

b.   The result of post test
        Based on the data analysis, the participants of posttest were 14 students. The lowest score of the posttest is 3.3 and the highest score of the posttest is 4.4. The average score is 3.9 The result of pretest can be seen on Table 1.b.

Table 1.b: The Result of Post Test

No	Name	Expressions Subject, outline, question, ordering, visual aids, finishing	Delivery Tempo/speed, volume, articulation	Body Language Posture, movements, eye contact	Language	Time management	Average
1	Pujove	4	4	4	4	4	4.0
2	Liliana sitepu	4	3.8	3.8	3.8	3.8	3.8
3	Yusuf reza	4	4.5	4.5	4.5	4.5	4.4
4	nasrullah	6	3.8	3.8	3.8	3.8	4.2
5	Winta Putri	4	3.6	3.7	3.7	3.7	3.7
6	Silvy	5	3.8	3.5	3.5	3.8	3.9
7	Maria indah pribadina	4	4	4	4	4	4.0
8	Teresa tri wahyuni	5	4	4	4	4	4.2
9	Kresna prasetyo	4	3.8	3.8	3.8	3.8	3.8
10	Vivin eko	4	3.5	3.5	3.2	3.5	3.5
11	Gatot sunarto	5	4.5	3.8	3.8	3.8	4.2
12	Erwin a	5	3.5	3.5	3.5	3.5	3.8
13	faisal	3	3.3	3.3	3.3	3.3	3.2
14	Anwarudin nasut	4	3.8	3.5	3.5	3.8	3.7
						average	3.9

c.   The analysis of the result

Based on the data analysis, the participants who joined pretest were 9 students. The lowest score of the pretest is 2.7 and the highest score of the pretest is 4.0, and the average score is 3.2.Based on the data analysis, the participants of posttest were 14 students. the lowest score of the posttest is 3.3 and the highest score of the posttest is 4.5. With the average score is 3.7. The result shows that Facebook group is an effective borderless medium to improve students' presentation skill for busy participants.

Based on the questionnaire distributed to students,all of them think that facebook group is effective to improve their presentation skills, because they can rehearse there and get constructive feedback. For those who can't send the video, they can still learn something by watching the video and reading the comments as their feedback in order to make their presentation better.
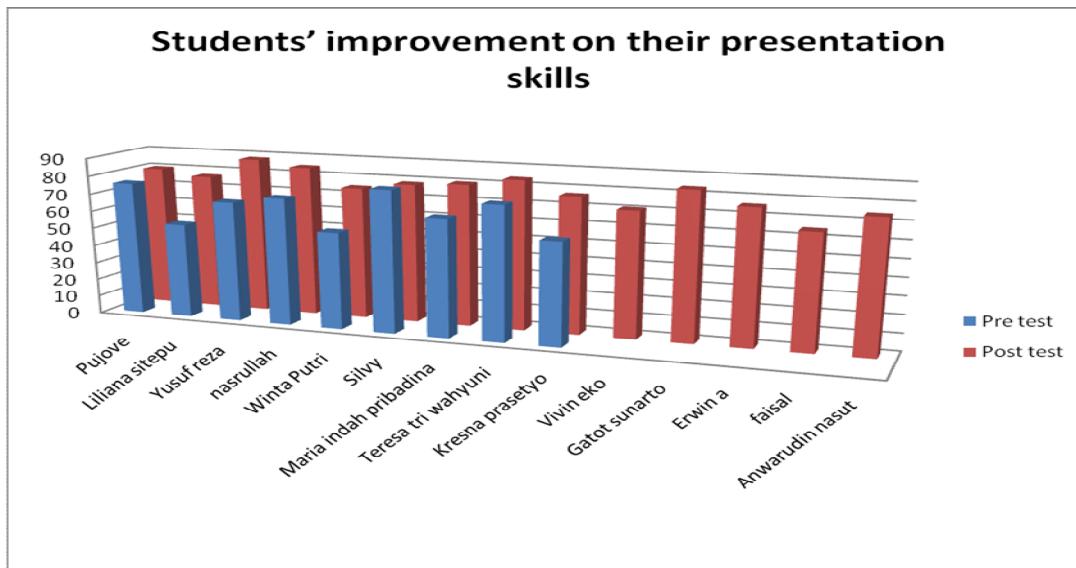
The comparison of pretest and post test can be seen in the following table:

Table 1.c: The Result of Pretest and Posttest

No	Name	Pre test		Post test	
		Total	Percentage %	Total	Percentage %
1	Pujove	3.8	75.6	4.0	80.0
2	Liliana Sitepu	2.7	53.2	3.8	76.8
3	Yusuf Reza	3.4	68	4.4	88.0
4	Nasrullah	3.6	72	4.2	84.8
5	Winta Putri	2.7	54.4	3.7	74.8
6	Silvy	4.0	80	3.9	78.4
7	Maria Indah Pribadina	3.3	66	4.0	80.0
8	Teresa Tri Wahyuni	3.8	75.2	4.2	84.0
9	Kresna Prasetyo	2.9	57.6	3.8	76.8
10	Vivin Eko			3.5	70.8
11	Gatot Sunarto			4.2	83.6
12	Erwina			3.8	76.0
13	Faisal			3.2	64.8
14	Anwarudin Nasut			3.7	74.4
		average	66.89	average	78.1

The following chart shows the students' improvement on their presentation skills.

Chart 1 : The Improvement of Students' Presentation Skills

CONCLUSION AND RECOMMENDATION

Facebook group has enabled students who are very busy to increase their presenrtation skills by uploading their videos, getting constructive feedback and re uploading their video based on the feedback. They can also learn from others' presentation and comments. Distance is nothing if we use facebookgroup. Similar online application can be easily be adapted by teachers to suit their needs and the students' as well. This technique will hopefully be implemented by many teachers and found to be not only fun but also beneficial for both teachers and students. Besides, we do hope that teachers are motivated toexplore the technology in order to improve the quality of teaching and learning.

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