THE USE OF MODELING METHOD TO IMPROVE THESTUDENTS' PUBLIC SPEAKING SKILL IN THE ERA OFCOVID-19AT THE TENTHGRADE STUDENTS OF SMKN 2 BONE

By
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Abstract: The purpose of this research was to find out of the use modeling method to improve the students' public speaking skill in the era of covid-19 at the tenthgrade students of SMKN 2 Bone. In this research, the research erused the design of Classroom Action Research. The subject of the research were students at thetenth grade of SMKN 2 Bone. The number of students in the class was 26 students which consist of 8 maleand 18 female.In public speaking the rewere 10 aspectsof assessment consisting of state thepurpose, organizes the content, support side as,in corporates stories and examples, summarizes thema in idea(s), demonstrate sawareness oflistener'sneeds, speaks clearly with appropriate vocabulary and information, uses tone, speed, and volume as tools, demonstrates complexity of thoughtand vocabulary, and appears comfortabl ewith audience.
The result of this research showed that using modeling method in teaching public speaking can improve students' public speaking ability. Analysisof the data showed there was a improvement in public speaking from cycle 1 tocycle 2, where cycle 1 only got a score 50,1 and got an increase in score in cycle 2by81,7.

INTRODUCTION

Humans were known associal creatures, so communication was needed, communication was very important in human daily Life because without communication it was very difficult for humans to live life as social beings. Everyone can certainly speak, but not everyone was able to speak easily and attractively in public. Public speaking wasan ability that can be learned and developed. If someone hears the word public speaking, what was reflected in the person's mind was the person who was expresssing his opinion in front of the public. Public speaking in the covid-19 era also hampers student conversations because schools have been closed for several month sdueto the pandemic. According to Khoo and Abidin (2014:127) assumed that English has appeared to be a universal language to link people from different backgrounds around the world. From the assumption can be conclude that to be able to establish a good relationship, aunifying language is need, namely

English, where English it self is a universal language. Public speaking can build a better relationship because public speaking is an oral communication activity that is carried out directly in public where Gareis (2006) explains that verbal languages in volves many kinds of communications, both formal and informal communications. Lucas (2004) stated public speaking is avital mean of civic commitment. The ability to speak in public is very important for someone for a brilliant career for a public, however there are still many students who have not been able to speak in public for various reasons, one of which is lack of confidence when speaking in public and shy toex pressed themselves in public, this is confirmed by the statement Mufanti (2015)said that worry, scare, shyness, un confidence, and uncomfortableness are some factors that influnce the students to communication, in doing something fear in apers on must be there but it is a natural things because we are only human, there fore we needed to be taught and developed the potential of public speaking.

Based on the importance of public speaking in human life, the writer conducted research in school to improve students' ability to speaking public, especially in the era covid-19, there were many obstacles to the movement of students in carrying out activities and active converations of these students. The writer conducted this research because there were still many students who have not been able to speak in public. Based on an interview with one of the English teachers there, the writer got information about the difficulities experience by the students, among other things, students werestill embarassed to speak, the reasonis that students were less confident when appoint to speak in public, this was alsobecause there was still a lack of material processsing to speak when speaking in public, especially in the era of covid-19 they are also a bit stiff when speaken to because the have rarely communication since the pandemic

Problem Statement
Based on the background above, so the problem statement as follow:
1. Does the use of modeling method improve the students' public speaking skill in theer a of covid-19?
2. How the students improve the students' public speaking skill in the era covid-19?

LITERATURE REVIEW
Teaching style as a pattern of needs, beliefs, and behavior is very important to support a student's success. Many researchers have conducted research on Speaking Skill related to this research, the researchers selected some literature about previous research relevant to this research. There are 3 previous studies related to this research: Warner, & Bruschke (2001) with their research states that Reseach-based data illustrate that public speaking as an extra-curricular activity in schools improves students' performance at statistically significant levels on speaking tests and increase the student's desire to become a learner. This research shows that public speaking isvery important and public speaking was very good to be apply in schools because through public speaking students' speaking ability increases.

Adrian Adiwinata (2017) on his thesisen title The Students' Perception Towards The Effectiveness of Public Speaking Subject to Support Their Speaking Skill found that respondent had positive perception towards the implementation of public speaking but

some of them stated that public speaking subject can make a few students be afraid, and the student have got many benefit in public speaking subject.

Irfan Moulida (2019) on his thesis entitle Students' Challenges in EnglishPublic Speaking Program at Dayah Darul Ihsan found that almost of participants concure there are many challenges in English public speaking program, but the researches will be focus on three main ideas from the respondents, the researcher would be analyze pronunciation, vocabulary, and their grammar. According to him, to make their speaking better, the first thing students need to do is to speak up. If they cannot find somebody else total kwith, just speak to the mirror or themselves.

a. Public Speaking

O'Hair and Wiemannde fine public speaking as "a power full form of communication that includes a speaker who has a reason for speaking, an audience that gives the speaker attention, and a message that is meant to accomplish a specific purposse" (2012, p. 340). Stated even more concisely, public speaking is "the act of preparing, staging, and delivering a presentation to an audience" (Gamble & Gamble, 2008, p. 369). Warner, & Bruschke (2001) states that public speaking has a significant effect on improving the oral expressions skills of students. It can be a dynamic argumentative activity. It is one of the most promising tools to enhanceac ademicachieve Types of teaching style

Teaching style is a concept that has been studied by only a few authors (Bowen &Marks, 1994; Evans, Harkins & Young, 2008) in Claudio H. (2011:112). It is forthis reason that there is no single definition. However, different authors (Graves,2000; Zhang, 2008) in Claudio H (2011:112) offer their own definitions in order to clarify and characterize the concept itself. Table 1 shows a chronology of five definitions of the concept of teaching styles. This study used Grasha's (1996) definition stated below as the guiding principle.

b. Function of Public Speaking

According to Restu Mufanti, Elok Putri Nirmasari & Rohfin Andria Gestanti (2017) in their book Can I Be a Public Speaker? there are four function of public speaking. Each of them will be discussed below.

c. To Blow-Out Information

If you have capability in public speaking, you can use your ability to blow out information so other people can understand the poin to feasily.

d. To Share Our Thought

It is believed that every person has a brilliant thoughts that they can share their thought through writing and oral.

e. To Debate Argument Verbally

As it is stated by Gareis (2006) that civilization, advanced, however, verbal argument emerged as an alternative to physical combat, and the art of public debate was born.

f. Corona Virus Disease of 2019 (Covid-19)

Covid-19, which is caused by a novel coronavirus, was first reported by the government in Wuhan City, China in December 2019. The city of Wuhan in China is in the spotlight since December 2019 because of the outbreak of afebrile respiratory syndrome due to a pneumonia caused by a new unknown corona virus (Li et al., 2020). The genetic sequence of SARS-CoV-2 has been officially recognized by World health

Organization (WHO) on January 12, 2020, and this has led to the development of specific polymerase chain reaction PCR-based diagnostic teste to detect the new infection in different countries (Cormanetal.,2020). Early symptoms of Corona virus infection or Covid-19 can resemble flu symptoms, namely fever, runny rose dry cough, sore throat, and headache. Currently, all countries in the world are facing the Covid-19 pandemic, all activities are limited to prevent the spread of the Corona virus, including educational activities so that the implementation of that is called distance learning. The findings of the current paper corroborate the findings of previous research on the same issues about online learning during COVID-19, and the results showed that students are not happy with distance education and many obstacles have been encountered (Bataineh, Atoum, Alsmadi & Shikali 2020; Rajab et al., 2020). Distance learning has obstacles such as the location of the house was not covered by the internet network, including the minimum internetquota for students, on the 26th of the 8th month of 2021, the government in Bone district has allowed face-to-face school swhile maintaining health protocols.

g. Modeling Method
  a. Definition of Modeling Method

According to Michael Coleman (2020), modeling is an extremely useful teaching tool that should be used as often as possible. Modeling is a teaching strategy where a teacher explicity shows the students how to complete an activity or assignment before the students begin. Modeling is al so an excellent class management technique. Teachers who model what needs to be done will have much few er questions or students who do not know how to do assignment.

Modeling is basically an idea, demonstrating how the teacher wants students to learn together, and doing what the teacher wants the students to practice. Modeling can show demonstrations, present examples of concepts or learning activities, before the teacher provides modeling, the next student will be given the opportunity to develop the creativity that exists in the student. With the modeling method in learning will help students to think critically and develop creativity in these students. Students will be help by observing the model provide, so that students better understand the material being taught.

  b. Advantages of Modeling Method
  According to Akash Verma (2016), the advantages of using model sare:
  1. People create a picture is tic view in their mind after viewing a model of particular thing and hence can explore it better.
  2. It's scientific that one can understand the concept only after he/she get chance to observe it and that chance is provided by models.
  3. One cannot understand the thoughts of a person if these are in his/her mind but chances increases when those thoughts are presented in the shape of working models.
  4. Models can tell about the consequences of some experiments so that we can sort them out.
  c. Dis advantages of Modeling Method

According to Akash Verma (2016), disadvantages of using models is models

sometimes misleades towards its bad side and hence can be harmful for world.
d. Modeling Teaching Strategy

According to Michael Coleman (2020), one example of teachers using modeling to help English Language Learners (ELL) in their classes is as easy asdoing the first one together. The teacher can show step by step how to do it and then the students can begin working on the second by themselves. By doing the first problem together, a teacher can address what to do and what not to do. Immediately, students will know and can actually see the steps they should take. Frhe explanation, the teacher musts how or become a model first to students before practicing what is taught by the teacher, after that students practice it according to the teachings that have been taught, from the teaching it adds creativity and knowledge to these students.

RESEARCH METHODOLOGY

In this research, the researcher used Classroom Action Research (CAR) where Ur (1996: 328) states that classroom active research is carried out by teachers on phenomena in their own classrooms. It is meant primarily to improve the teacher-researcher's own teaching process and is done based on acycle of investigation, action and re-imvestigation by two or more collaborating teachers. This research aims to collect student data on many variables.

The subjects of this research was the tenth grade of Teknik Komputer Jaringan (TKJ) and consists of 26 students with 8 male and 18 female in academic 2021/2022.This research was conductson May-June, 2022 and it was located at SMK Negeri 2 Bone. Methodological research tools was used in research to collect data. Researchers need Instruments used in this study are, observation, and questionnaires.

The researcher conducted classroom action research (CAR) at SMK Negeri 2Bone. The aim of this research is to improve public speaking skills in students. The research does some steps as planning, implementing, observing, and reflecting. It shown at the scheme below;
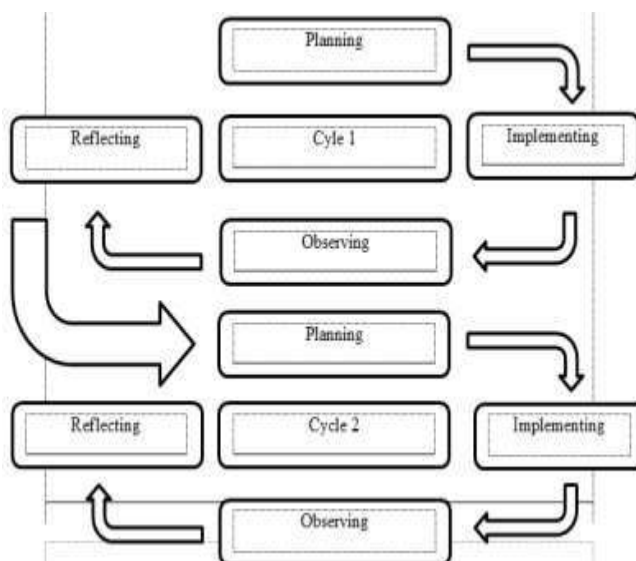
FINDING AND DISCUSSION

As for the aspect that was assessed in public speaking skills, namely state the purpose, organizes the content, supports ideas, incorporates stories and examples, summarizes the main idea(s), demonstrate sawareness of listener's needs, speaks clearly with appropriate vocabulary and information, use stones, speed, and volume as tools, demonstrates complexity of thought and vocabulary, and appears comfortable with a udience. Each of cycle in this study consists of planning, implementing, observing, and reflecting.

1. The Results of cycle1

This cycle is the initial action to carry out the research process in obtaining data that supports the success of the researcher. At the beginning of this cycle will be discussed about the learning process in the form of tests and non-tests, the acquisition of student test results was obtained through a test of public speaking skills, while the acquisition of non-test results was obtained through questionnaires, interviews, and observations.

1) Planning

At the planning stage, the researcher and the English teacher explained about the actions to be taken in cycle 1, this planning was carried out with the aim of planning the implementation of actions to improve public speaking skills. The planning stage carried out in this stage is the teacher conveys the problems faced by students, makes an agreement to use the modeling method during the learning process, prepares learning materials and instruments in the form of question sheets, interviews, observations and documentation tools, finally determines the implementation time, namely three meetings.

2) Implementing

The implementation of the action through the modeling method was expected to improve students' public speaking skills. In the implementation of this action, three meetingswereheld.

a. The first meeting
1. The teacher opened the lesson by praying.
2. Introduction of the writer to the students.
3. The teacher explained the things that must be considered when students speaking public in a narrative, demonstrative, informative, and persuasive manner.
4. The teacher acts a model and sets an example of proper public speaking.
5. The teacher as signs students to come forward to speaking public, make observations on students, and do documentation.
6. The teacher responded to the student's results.
7. Teacher and students concluded the lesson/evaluation.

b. Second meeting
1. The teacher opened the lesson by praying.
2. The teacher explained the things that must be considered when students speaking public in a narrative, demonstrative, informative, and persuasive manner.
3. The teacher assigns students to come forward to public speaking, make

observations, and do documentation.
4. Teacher distributed question naires to students.
5. The teacher responded to the student's results.
6. Teacher and students concluded the lesson/evaluation.
c. Third meeting
1. The teacher opened the lesson by praying.
2. The teacher explained the things that must beconsidered when students public speaking in a narrative, demonstrative, informative, and persuasive manner.
3. The teacher assigns students to comeforward to public speaking, make observations on students, and do documentation.
4. The teacher responds to the student's results.
5. Teacher and students concluded the lesson/evaluation.

Table4. 5The Value of the Aspects of Public Speaking in Cycle1

NO	ASPECT	TYPES OF PUBLIC SPEAKING				AVERAGE
		Narrative	Demonstrative	Informative	Persuasive	
01	State the purpose	3,00	2,88	2,96	2,84	58,40
02	Organize the content	2,61	2,50	2,50	2,42	50,15
03	Support ideas	2,30	2,19	2,38	2,38	46,25
04	Incorporat es stories and examples	2,19	2,19	2,23	2,23	44,20
05	Summarizes the main idea(s)	2,30	2,19	2,38	2,38	46,25
06	Demonstrate sawareness of listener's needs	2,30	2,53	2,53	2,46	49,10
07	Speaks clearly with appropriate vocabulary and information	2,69	2,57	2,57	2,50	51,65
08	Use stones, speed, and volume as tools	2,65	2,57	2,57	2,50	51,45
09	Demonstrates complexity of vocabulary and thought	2,69	2,57	2,57	2,50	51,65
10	Appears comfortable with audience	2,65	2,46	2,73	2,69	52,65

The table shows that the average of the four types of public speaking incorporates stories and examples a spesct got the lowest score of 44, 20, support ideas and summarizes the main idea(s) aspect got a score of 46,25, demonstrates awareness of listener's needs aspect got a score of 49,10, organize the content aspect got a score of50,15, uses tones, speed, and volume as tools aspect got a score of 51,45, speaks clearly with appropriate vocabulary and information and demonstrates complexity of vocabulary and thought

aspect go to score of51, 65, appears comfortable with audience a spect go ta score of 52,65 and the state the purpose a spect got the highest score of 58,40.

d. Observing

After the researcher took action with the modeling method, the researcher made careful observations of the actions that had been carried out incycle1.

1. The Results of Questionnaires in Cycle1

Table4.6The Results of Questionnaires in Cycle1

| No.	Question	Yes	No
1.	Ilike public speaking material.	16	10
2.	I feel embarrassed when appointed to public speaking.	18	8
3.	With public speaking material, I can practice my Public speaking skills.	22	4
4.	I am excited to come forward to speak in public.	9	17
5.	I feel scared when appointed to speak in public.	22	4
6.	The model method used in public speaking is less effective.	11	15
7.	I find it difficult to understand the public speaking Material taught by teacher.	13	13
8.	Public speaking lessons are so boring.	3	23
9.	I master public speaking by using the informative type.	9	17
10.	Public speaking lessons are very useful for me.	21	5

Question naires was a number of written questions that were used to obtained information from respondents. In this case, the author distributed questionnaires to students with the aim of getting information about public speaking. The data in the first cycle question naires shows students' opinions on public speaking. This question naires has two types of statements, namely yes and no, based on the first cycle questionnaires, it appears that there werestill many students who are still embar assed to speak in public and are afraid when appointed to speak in public, this shows that student swere still not confident when speaking in public.

2. The Results of Observations in Cycle 1

Table 4.7 The Results of Observations in Cycle 1

No	Attitude aspect	The number of students	Percentage value
1.	Actively ask the teacher	13	50%
2.	Excited to come forward to public speaking	9	34%
3.	Serious in answering questions	10	38%
4.	Seriously taking public speaking lessons	13	50%
5.	Calm and polite when taking public speaking lessons	18	69%
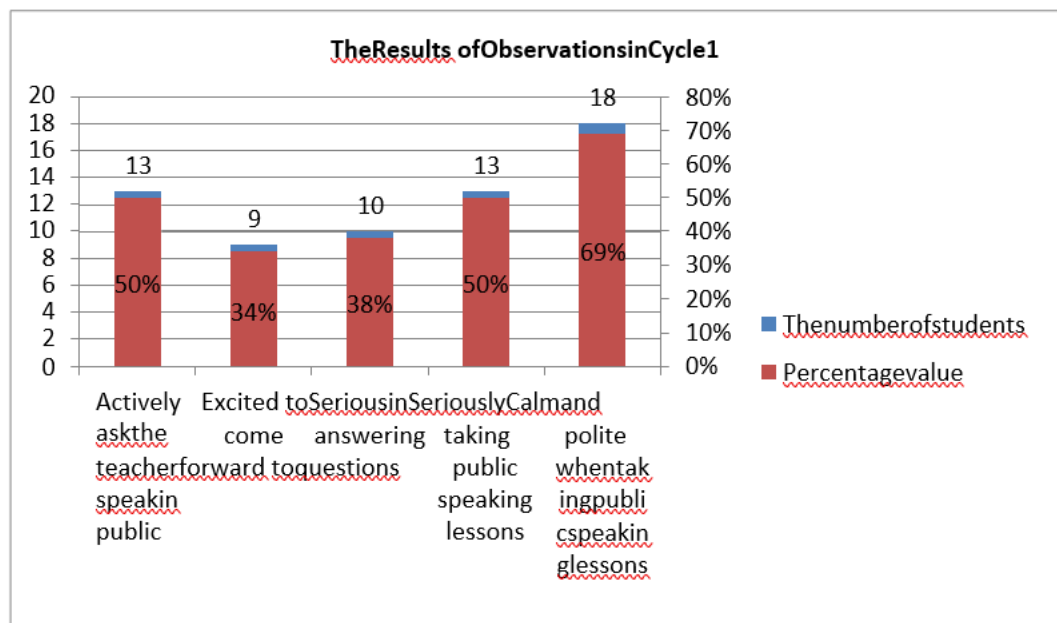
Figure 4.7 The Results of Observations in Cycle 1

Observation was an activity carried out to determine student be haviour through observation. In cycle 1, only some students were actively speaking to the teacher, namely 13 or 50%, they were also less happy to go forward to speak in public where only 9 or 34% were interested in speaking public, in seriously answering questions only 10 or 38%, while those who were serious during the learning process were only13 or 50%, and students who were calm and polite when taking public speaking were18 or 69%.

5. Reflecting

The results of reflection 1, which was carried out for 3 meetings contained things that became material for reflection to be able to continue research into cycle 2, including the following:

1) Students still felt embarrassed to appear to speaking public.
2) Students were still stiff when speaking in public.
3) Students still look doubtful and less confident when speaking in public. Problems that occurin cycle 1willbe the basis for improvement in cycle 2.

2. The Result of Cycle 2

1) Planning

Cycle 2 planning a imstoimprovethingsthatwereconsideredlacking in cycle1, where the teacher again explains things that needed to be considered when speaking in public, and prepares learning materials and instruments in the form of question sheets, interviews, observations and documentation tools.

2) Implementing

The implementation of the action through the modeling method was expected to improve students' public speaking skills. In the implementation of this action, three meetings were held.

a) The firstmeeting

1. The teacher opened the lesson by praying.
2. The teacher explained the things that must be considered when students speaking public in a narrative, demonstrative, informative, and persuasive manner.
3. The teacher acts a model and sets an example of proper public speaking.
4. The teacher as signs students to come forward to speaking public, make observation son students, and do documentation.
5. The teacher responds to the student's results.
6. Teacher and students concluded the lesson/evaluation.

b) Second meeting
1. The teacher opened the lesson by praying.
2. The teacher explains the things that must be considered when students speaking public in a narrative, demonstrative, informative, and persuasive manner.
3. The teacher assigns students to come forward to speaking public, make observations, and do documentation.
4. Teacher distributed question nai resto students.
5. Teacher conducted interviewed with students.
6. The teacher responded to the student's results.
7. Teacher and students concluded the lesson/evaluation.

a) Third meeting
1. The teacher opened the lesson by praying.
2. The teacher explained the things that must be considered when students speaking public in a narrative, demonstrative, informative, and persuasive manner.
3. The teacher assigns students to come forward to speaking public, make observation son students, and do documentation.
4. The teacher responded to the student's results.
5. Teacher and students concluded the lesson/evaluation.

Table4.12TheValueoftheAspectsof PublicSpeakinginCycle2

NO	ASPECT	TYPESOFPUBLICSPEAKING				AVERAGE
		Narrative	Demonstrative	Informative	Persuasive	
01	State the purpose	4,07	4,03	4,00	4,03	80,65
02	Organize the content	4,07	4,00	4,07	4,07	81,05
03	Support ideas	4,07	4,00	4,11	4,15	81,65
04	Incorporates Stories and examples	4,00	4,00	4,07	4,07	80,70
05	Summarizes the main idea(s)	4,07	4,00	4,11	4,15	81,65

06	Demonstrate sawareness of listener's needs	4,11	4,07	4,11	4,11	82,00
07	Speaks clearly with appropriate vocabulary And information	4,07	4,07	4,07	4,07	81,40
08	Uses tones, speed, and volume as tools	4,03	4,03	4,07	4,07	81,00
09	Demonstrates complexity of vocabulary And thought	4,07	4,07	4,07	4,07	81,40
10	Appears comfortable with audience	4,38	4,26	4,26	4,34	86,20

The Table shows that the average of the four types of public speaking state the purpose aspesct got the lowest score of 80,65, incorporates stories and examples aspect got a score of 80,70, uses tones, speed, and volume as tools aspect got a score of 81,00, organize the content aspect got a score of 81, 05, speaks clearly with appropriate vocabulary and information and demonstrates complexity of vocabulary and thought aspect got a score of 81,40, support ideas aspect got a score of 81,65,demonstratesawarenessoflistener'sneedsaspectgotascoreof82,00, and the appears comfortable with audience aspect got the highest score of 86,20.

3) Observing

After there searcher to action with the modeling method, the researcher made careful observations of the actions that had been carried out in cycle 2.

1. The results of Questionnaires in Cycle 2
Table4.15 The results of Questionnaires in Cycle 2

No.	Question	Yes	No
1.	Ilike public speaking material.	16	10
2.	I feel embarrassed when appointed to speaking public.	17	9
3.	With public speaking material, I can practice my Public speaking skills.	22	4
4.	I am excited to come forward to speak in public.	8	18
5.	I feel scared when appointed to speak in public.	19	17
6.	The model method used in public speaking is less effective.	9	17
7.	I find it difficult to understand the public speaking Material taught by teacher.	15	11
8.	Public speaking lessons are so boring.	4	22

9.	I master public speaking by using the informative type.	8	18
10.	Public speaking lessons are very useful for me.	21	5

Questionnaires was a number of written questions that are used to obtained information from respondents. In this case, the author distributed questionnaires to students with the aim of getting information about public speaking. The data in the second cycle questionnaires shows students' opinion son public speaking. This questionnaires has two types of statements, namely yes and no, based on the second cycle questionnaires, students who wereshy when speaking in public are reduced to1,where in cycle 1 there are 18 students who were shy when speaking in public, but in cycle 2 it was reduced to 1, where 17 people were still shy when speaking in public, students felt afraid when speaking in public is reduced to 2, where in cycle 1there were 22 students who were still afraid when appointed to speak in public, but in the second cycle students were afraid when appointed to speak in public it was reduced to 2, where the second cycle there were only 19 students who were afraid when appointed to speak in public, and students also felt that this modeling method was effective to use.

2. The Result of Interviews

Interviews was a dialogue conducted by the interviewer to obtained information from the interviewee. The interview was conducted on some students   face to face and takes place in class. The research her found that:

When the researcher asked about *"What do you think about public speaking?"*. **Student (1)** said that *"I think that public speaking can improve my speaking skills and self-confidence"*.

Another student's answers also that public speaking can improve their speaking skills and self-confidence, there was also students felt that public speaking makes him embarrassed because there was a sense of prestige within him. Based on the first question, can be concluded that public speaking really helps them in building their confidence al thought there was one student who felt embarrassed when speaking in public because of prestige.

The second question was *"What are your obstacles in public speaking in thecovid-19era?"*. **Student (2)** said that *"My obstacles is feeling nervous and embarrassed, this is because I rarely communicated during the pandemic"*.

Another student's answers also that obstacles in public speaking in the era covid-19 era were felt nervous and embarrassed. Based on the second question, can be concluded that covid-19 really hinders them from speaking in public and becausecovid-19makesthem felt nervous and embarrassed.

The third question was *"How did you feel when you were appointed to speak in public?"*. **Student (3)** said that *"I feel surprise when appoint to speak in public"*.

Another student's answers also felt surprise when appoint to speak in public, other students felt relax and confident when appoint to speak in public, and there was also student felt shy and nervous when appoint to speak in public Based on the third question, there were different feelings that were felt by student start from felt surprised, relaxed,

confident, shy, and nervous when their appoint to speaking public.

The fourth question was *"Do you often speak in public?".* **Student (4)** *said that "I often speak publicly in my organization and in my class".*

Another student's answers also often speak publicly in their organization and in their class, other students rarely speak in public. Based on the fourth question, can be concluded that there were some students who rarely speak in public and there were also students who dare to speak in public.

The last question was *"How do you feel when you speaking public".* **Student (5)** *said that "I'm afraid of making mistakes and embarrassed when speaking in public".* Another student's answers also felt afraid of making mistakes when speaking in public, other students fetl shy when speaking in public, and there were also student felt confident when speaking in public. Based on the last question, can be concluded that public speaking make them felt shy and afraid when speaking in public because their afraid of making mistakes, and there were also students felt confident when their

Speaking in public.

3. The Results of Observations in Cycle 2

Table4.16TheResults of Observations in Cycle 2

No	Attitudeaspect	Thenumber of students	Percentage value
1.	Activelyaskthe teacher	20	76%
2.	Excitedtocome forwardtospeakinpublic	22	84%
3.	Seriousinansweringquestions	23	88%
4.	Seriouslytakingpublicspeakinglessons	24	92%
5.	Calmandpolitewhentakingpublicspeaking lessons	24	92%
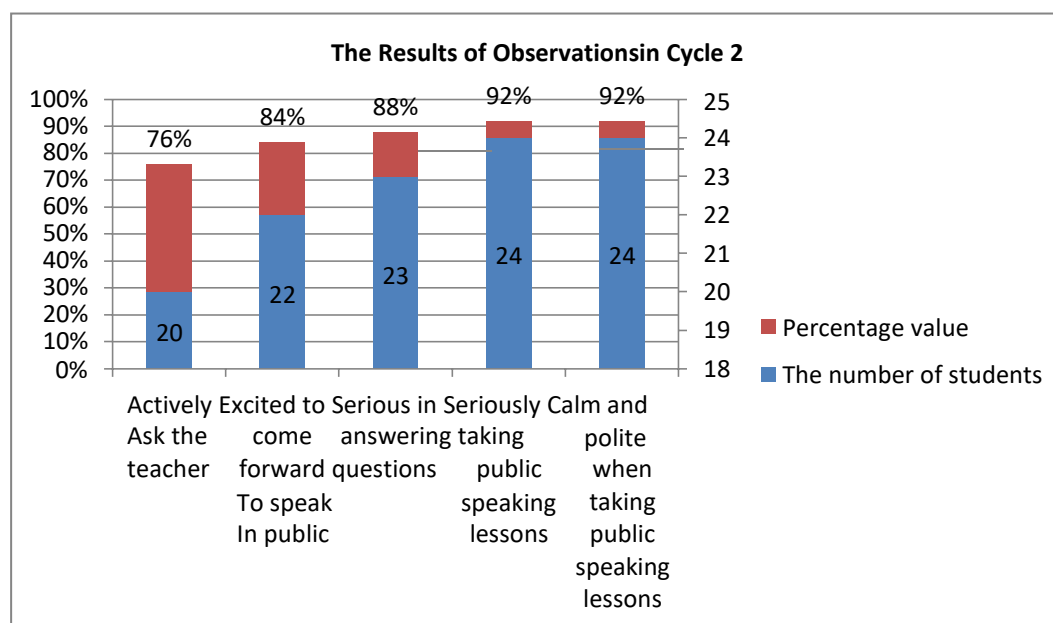
Figure4.15theResultsofObservationsinCycle 2

Observation was an activity carried out to determine student be haviour throughobservation.Incycle2,thenumberofstudentswhoactively asked the teacher increased to 7, in cycle 1 only 13 or 50% students actively asked the teacher, in the second cycle increased to 20 or 76% students who actively asked the teacher, students who were excited to come forward for public speaking increased to 13, in the second cycle increased to 22 or 84% students who excited to come forward for public speaking, students who were serious in answering questions increased to 13, in the second cycle increased to 23 or 88% students who serious in answering questions, students who were seriously taking public speaking lessons increased to 11, in the second cycle increased to 24 or 92% students who seriously taking public speaking lessons, students who were calm and polite when taking public speaking lesson sin creased to 6, in the second cycle increased to 24 or 92% students who calm and polite when taking public speaking lessons.

    4) Reflecting
The results of reflection 2, the researcher can conclude that from cycle 1to cycle2 there was an increase, learning to speak in public can be said to be successful because the value obtained by students increases from cycle1to cycle 2.

B. Discussion

Based on the results of the research cycle 1 and cycle 2, the improvement of public speaking through a modeling method that includes 10 aspects. Aspects that must be achieved are state the purpose where students must state the purpose with clear and captures the listener's attention, if not then the purpose of state the purpose will not be delivered, and must draw the attention of the listener from what has been conveyed, the second aspect is organizes the content where students must organizes the content with logically with fluid transitions to capture and hold the listener's attention throught out the entire presentation, otherwise the speaker will not get the attention of the listen erin the whole presentation, the third aspect is supports ideas Where students must support ideas

with add to the interest and depth of the presentation, otherwise the listener will not be very interested in what the speaker is saying, the fourth aspect is incorporates stories and examples where students must incorporates stories and examples with relevant examples or stories work to interest the listener and further develop main ideas, the fifth aspect is summarizes the main idea (s) where students must summarizes the main idea (s) with the conclusion unites to encourages future discussions, the sixth aspect is demonstrate sawareness of listener's needs where students must demonstrates awareness of listener's needs with the choices of language, examples, and aids work together to heighten the listener's interest, the seventh aspect is speaks clearly with appropriate vocabulary and information where students must speaks clearly with appropriate vocabulary and information with the vocabulary is descriptive and accyrate, engaging the listener through imaginery, the eighth aspect is uses tone, speed, and volume as tools where students must uses tone, speed, and volume as tools with speaker manipulates tone, speed, and volume using these tools to emphasize important ideas and hold the listener's attention, the ninth aspect is demonstrates complexity of thought and vocabulary where students must demonstrates complexity of thought and vocabulary with variation of sentence structure and word choice work stoke ep the listener interested and provides multiple examples and descriptions, the last aspect is appears comfortable with audience where students must appears comfortable with audience with eye contact, interaction with aids, and physical gestures to guiding the listener through the presentation. In addition, non-test results suc has questionnaires, interviews, observations, and documentation also support the success of this research and also as concrete evidence that this research has been carried out.

The results obtained showed an increase in learning out comes of public speaking skills in the narrative type, where cycle 1 only got an average score of 2,538 and increased in cycle 2 where the average value was 4,094, the results of the research on the type of demonstrative in the first cycle obtained an average value of 2,465 and increased in the second cycle where the average value was 4,053,theresults of the research on the type of informative in the first cycle obtained an average value of 2,542 and increased in the second cycle where the average value was 4,094, the results of the research on the type of persuasive in the first cycle obtained an average value of 2,490 and increased in the second cycle where the average value was 4,113, the results obtained showed an increase in learning out comes of public speaking skills in 4 types of public speaking using the modeling method, where in cycle 1 the results of data analsis obtained an average value of 50,1 and increased incycle 2 where the results of the analysis the data obtained an average value of 81,7,thisvaluehasreached the complete value, and each of students has achieved a complete score where cycle 1 did not achieved a complete score, but in cycle 2 each of the students managed to achieve a complete score.

CONCLUSSION

Based on the results of the research and discussion that have been put forward, it can be concluded that the modeling method used during the learning process can improve public speaking skills in the covid-19 era to tenth graders of SMK Negeri 2 Bone. improvement in public speaking can be seen from 10 aspects, namely state the purpose, organizes the content, supports ideas, incorporates stories and examples, summarize she

main idea (s), demonstrates awareness of listener's needs, speaks clearly with appropriate vocabulary and information, uses tone, speed, and volume as tools, demonstrates complexity of thought and vocabulary, and appears comfortable with audience. The increase in public speaking in cycle 1 based on the average score obtained is 50,1 and has increased in the second cycle where in the second cycle the average score is 81,7, and this score has reached a complete score.

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