

PUBLIC SPEAKING LEARNING ASSISTANCE TO INCREASE STUDENTS' CONFIDENCE

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Abstract— Public speaking is a skill that everyone, including students, should have to increase their self-confidence. Public speaking cannot be avoided since basically humans often have to do it with various purposes. However, many students feel unable to speak in public because they lack confidence, don't master the material, or don't understand how to do it. This community service activity aims to do learning assistance for public speaking to increase the self-confidence of students at Gajah Mada Middle School, Medan. The methods used were direct lecturer, simulations and interactive discussions regarding the basics of public speaking, effective and good communication techniques, and various tips for developing yourself, especially in terms of public speaking. During the learning assistance, participants received basic material and public speaking techniques as well as direct practice. Meanwhile, the research used qualitative method for collecting data. As for the research results, the community service recommends the following: 1) Add extra hours to improve students' English speaking, 2) Add contest that can motivate students to increase their confidence in public speaking, especially in English language.

Index Terms— *public speaking, learning, students, confidence*

I. INTRODUCTION

Public speaking training can be an important program to be implemented in schools. It is since there are many factors that cause students to be afraid of speaking in public, both internal factors such as shame, lack of self-confidence, trauma and external factors such as an unsupportive environment. In fact, public speaking skills are one of the soft skills that children need to have.

There are many benefits when someone trains their public speaking skills. The success of a teacher, instructor, politician, salesperson, broadcaster and presenter demands this ability. Meanwhile, public speaking skills are useful for developing vocabulary and speaking fluency; develop personal abilities; develop leadership skills; learn to influence others; and making social relationships better (Barnard, 2017). By having public speaking skills, strong character and a good personality will be formed.

Public speaking skills also require the ability to master material, the ability to use body language and the ability to overcome anxiety and nervousness. Speakers generally experience anxiety or nervousness before and during a presentation or speaking [2]. However, if you continue to train, your self-confidence will increase. It is why public speaking skills must be developed from an early age. Students who are used to expressing opinions, are able to express themselves and develop their potential will support their success in the future.

Public speaking is not something easy because the communication process is carried out to large groups. Public speaking skills must be able to convey messages clearly and be understood by the audience [4]. Public speaking does not only focus on spoken words but also body language or often called non-verbal language [3]. For this reason, public speaking skills require good vocal training, namely voice control so that the voice can be heard well, clearly, easily understood, by using good, effective breathing and also good body language. There are four public speaking methods that are commonly used, namely: (1) Impromptu method where public speaking is done without preparation or suddenly; (2) Extempore method where the public speaking method is carried out with the help of notes or outlines (3) Manuscript method is a public speaking method which is carried out by reading a prepared manuscript; (4) The memoriter method is a public speaking method that is carried out by memorizing a prepared script (Jalaludin, 2000). In this activity, the method applied to train students' public speaking skills is the memoriter method.

Based on previous service, lack of self-confidence is often an excuse for those who make mistakes in public speaking. In fact, the anxiety that arises in public speaking is caused not only by substantial psychological (internal) feelings of fear, but it could also be due to a lack of practice or not having the motivation to come forward [7]. From several community service activities, public speaking training has been proven to increase students' self-confidence [1]. For this reason, public speaking training for students at Gajah Mada Middle School needs to be trained with the aim of improving their speaking skills and self-confidence. Public speaking learning activities can be carried out through storytelling, speeches and presentations. The success of the training can be seen from the participant's ability to retell, the participant's body movements and enthusiasm when hearing and answering questions increases with public speaking mentoring training [6].

II. METHOD

This public speaking training activity was carried out through several stages: (1) early observation; (2) orientation; (3) introduction to the material; (4) practice, and (5) evaluation. It was done during 2 days since first day to explain the material for public speaking and in other days

they practiced in front of other classmates. The methods used were direct lecture, simulations and interactive discussions regarding the basics of public speaking, effective and good communication exercises, as well as various tips for developing yourself, especially in terms of public speaking. In observing students' perceptions of the implementation of public speaking in English language learning to increase self-confidence, data were collected by using interview and questionnaires. Public speaking practice was carried out after the orientation and material introduction stages.

III. RESULTS AND DISCUSSION

Community Service activity at Gajah Mada Middle School was attended by 20 students. This activity was carried out directly inside and outside the classroom. The students took part in this training enthusiastically. At the initial observation stage, the service team found that many students were still embarrassed to come forward. Based on interviews with several students, they admitted that they had no ideas and were embarrassed to appear in public. Then at the orientation stage, the team explained the public speaking material. The participants looked enthusiastic about taking part in this session. During the question and answer session, participants were also enthusiastic about asking some things that often happen when appearing in public and tips for dealing with them. The service team provides tips on how to eliminate feelings of nervousness when public speaking by practicing, mastering the material and understanding the choice of public speaking objectives that they want to convey, whether a) to inform, b) to persuade, or c) to entertain. After receiving an explanation, they were trained in public speaking.

In presenting the material, the team used the memoriter method where students were asked to create concepts that they would present in front of the class and then memorize them. In practical activities, it was found that many students did not have the courage either in public speaking in the form of storytelling or even in presentations. For this reason, public speaking was carried out in pairs, individual and groups. It was a strategy to increase their self confidence gradually.



Picture 1. Students practice Public Speaking in pairs



Picture 2. Student practice Public Speaking individually



Picture 3. Students practice Public Speaking in group

The last step is evaluation. Evaluation was carried out directly by looking at the participants' perceptions and practicing body language during public speaking material. Then, the students were randomly asked how they felt after taking part in public speaking training, especially regarding their self-confidence and what benefits they got from taking part in this training. Most of participants felt that the training was useful for supporting their speaking skills and increasing their self-confidence. The participants admitted that their knowledge and understanding had increased after attending the public speaking training session. However, they expected this event is supported by many contest so that they are more motivated with the gifts and their classmates.

IV. CONCLUSION

Based on observations, students' perceptions of public speaking in English were considered difficult, and the problems faced by students can be resolved through learning assistance with the service team. In addition, this activity gives students the opportunity to try the material they are learning directly. Ultimately, students' involvement in public speaking training can help them become more confident in speaking English and reduce their negative perceptions about English. It is also expected that this activity can be carried out sustainably in the future to achieve the overall goals of learning English. In order to further motivate students, some students recommended that schools could carry out public speaking or other contest related to increase their confidence and speaking skill.

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