

Honing Public Speaking Abilities with Effective Speech Training and Practice in SMA YP Unila

E. Ngestirosa Endang Woro Kasih¹, Laila Ulsi Qodriani², Ingatan Gulö³,
A. Vahry Lilam Putra⁴, Dwi Jihantari⁵, Hanny Wulandari Fernanto⁶, Reza Adha Putra⁷,
Adelia Putri⁸, Muhammad Zidan⁹, Novendra¹⁰

¹⁻¹⁰English Literature, Faculty of Arts and Education, Universitas Teknokrat Indonesia

Email: ¹ngestirosa@teknokrat.ac.id, ²ani@teknokrat.ac.id, ³atan@teknokrat.ac.id,
⁴avahrylilam@gmail.com, ⁵dwijihantari@gmail.com, ⁶wulandarifhanny@gmail.com,
⁷rezaadhaputra54@gmail.com, ⁸aadweliaputri.ii@gmail.com, ⁹zidan3725@gmail.com,
¹⁰novendra081101@gmail.com

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Abstract – This article helps High School students become ready for the abilities they'll need in the future by highlighting the value of public speaking. In order for Senior High School students to succeed in both their personal and professional lives, the essay highlights the significance of public speaking. To that end, this article suggests a community service program that offers training in public speaking, lectures on the subject, and resources for boosting self-confidence. Qualitative methodologies and multiple Google Form questionnaires were used to evaluate the efficacy of this program. Feedback received from SMA YP UNILA students showed enthusiasm and interest in developing their public speaking skills. The results showed a positive impact in showing self-confidence through the ability to communicate well. Through this article, it can be concluded that by developing public speaking skills among high school students, it can prepare them to face the future and become individuals who are better prepared to face the advancement of the era.

Keywords: *English, public speaking, training, speech, high school*

1. INTRODUCTION

Public speaking skill is essential for students to understand information accurately and learn how to persuade others, which is valuable for both employees and job seekers (Amelia *et.al*, 2022). In reality, many companies now need prospective workers to have strong public speaking abilities. As it has become the most important factor to consider when recruiting a prospective employee (Andriani & Srisadono, 2017). Because, students who acquire these abilities are better able to explain ideas, convince audiences, and navigate difficult professional contexts (Amirovich, 2021). Furthermore, with this skill, it will allow the students to have effective communication skills and promote quality interaction between people in a team (Nguyen & Tong, 2024).

Public speaking skill could also contribute a beneficial influence for students inside of the classroom environment. For instance; expressing ideas, collaborating with peers and leading a team in group projects or organizations at school (Krisbiantoro *et.al*, 2023). In addition, English has become a main foreign language, in fact a global used language, to acquire and master among students and workers in Indonesia (Sari, 2019; Alatis, 2005: 30). By combining the usage of these skills and knowledge, the students will be able to thrive in the world of academic and professional. Therefore, this set of skills is such a valuable asset to be acquired for the students.

Unfortunately, there is not a lot of public speaking training available for students, with just a limited number of institutions offering such programs (Andriani & Srisadono, 2017). Moreover, students slowly gained fear in speaking in public. In fact, students' lack of speaking confidence in English, fear of making errors, anxiousness, and shyness all contribute to their speaking anxiety during English public speaking (Trisanti, & Wariyanti, 2023) for examples; students

may be concerned about being assessed on their intelligence, delivery, or attractiveness, and that may lead them into having lack of confidence that led them to experience a panic attack (Kasih *et.al.*, 2022). Furthermore, one out of every five people suffers from public speaking anxiety (Dailami *et.al*, 2023) . Thus, public speaking should be a soft talent that is prioritized in training for high school students.

As a result, due to the limited number of such programs, particularly for high school students, to raise awareness about the importance of public speaking, we arranged an activity as part of our efforts to help alleviate the issue. Finally, with the aid of professors and students from Universitas Teknokrat Indonesia, it may be possible to raise interest and knowledge about English public speaking, particularly among students at SMA YP Unila in Bandar Lampung. Previous research has also supported this behavior (Dailami *et.al*, 2023; Rido *et.al*, 2023)

2. IMPLEMENTATION METHOD

This community service activity was conducted at SMA YP Unila, Bandar Lampung, on April 24, 2024. The area was chosen based on the condition of the school and the high interest of the students in learning and developing their public speaking skills. This activity was attended by 31 students in grade 10. This activity was done in one day by conducting one offline meeting at the school.

This study evaluated the research data using a qualitative method approach. This approach was selected in order to thoroughly examine the activity's entire process.

The stages of community service activities are as follows:

1. Preparing proposal for the program.
2. Preparing administrative documents.
3. Creating public speaking and voice over training materials for socialization students (Leong & Chan, 2023).
4. Training public speaking and voice over with lecturers and students (McNatt, 2019).
5. Evaluating and reflecting the program

3. RESULTS AND DISCUSSION

This community service project focuses on the students' capacity to communicate their ideas and opinions through language and voice through the study of speech performance and voiceover. The students focused on public speaking performance elements like tone, eye contact, gestures and movements, and fluency in order to increase their self-assurance in their ability to prepare for actual scenarios. Students learn resources and information about speaking through Q&A sessions, speaker talks, and presentations.

ACTIVITY

Speech skills are a very important skill for students to have to improve their public speaking skills and self-confidence. Students can also convey their thoughts and feelings elegantly via speech performances, which match with the context that is required at the time. It is possible to argue that having and using public speaking abilities is crucial in a variety of contexts, including academia, the workplace, and daily life. As a result, this gave high school students the opportunity to improve their public speaking skills and boost their self-confidence in the process. The student of Universitas Teknokrat Indonesia led this activity by defining speech, outlining its significance, and outlining the features of speeches. Through this exercise, we were able to learn more about the students' background knowledge in speech and public speaking. To help the high school students learn more about the subject, a question-and-answer session followed the presentation. A number of students inquired about the best practices for delivering a speech, memorizing a speech, and even building confidence when performing in speech. The high school students' eagerness to learn more about public speaking, particularly in speech, was evident during this session.

After the material was explained, the students were given time for a sharing session about speech. Some of them asked about how to appear confident in front of many people and some asked about how to train their speech talent to be proficient and many more. In addition, the students were also given the opportunity to practice together by distributing 2 types of paper containing checklists and cross symbols and got a checklist he had to deliver a speech. According to them, it was very fun and added new experiences for them.

Following the exercise, students were given a questionnaire to complete in order to express their thoughts on the session. It enabled the facilitators to judge how well the class went and how well the students grasped the material. The questionnaire consisted of three questions, which students had to answer "strongly disagree," "disagree," "neither agree nor disagree," or "strongly agree." The outcomes are as follows:

Question 1

The survey findings, which asked participants to rate the intelligibility of materials at a public speaking training they attended, are shown in a pie chart. According to the data, the majority of respondents (26.7%) strongly agree that they learned anything new about public speaking. 56.7% of the remaining respondents feel they obtained a better comprehension of the subject, while 3.3% disagree and claim they did not gain new insights. This result indicates that 13.3% of participants do not agree or disagree with the question stated. Overall, the poll findings show that the public speaking session succeeded in providing intelligible content to the majority of attendees. The significant number of respondents who strongly believe that they now know more about public speaking demonstrates that the presenter effectively delivered their point. The comments from the tiny number of respondents who disagreed is useful for enhancing future presentations and ensuring clarity for all participants.

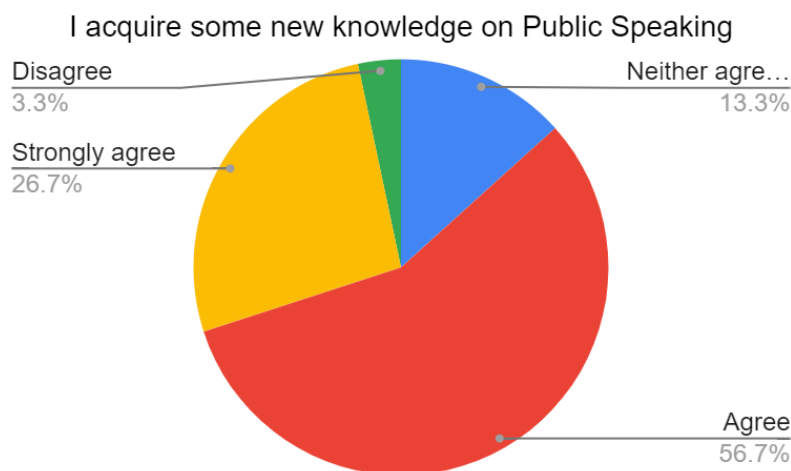


Fig 1. Pie chart of the effectiveness of the material given to improve students' knowledge.

Question 2

The following pie chart illustrates that 26.7% of respondents strongly agree that the session has increased their interest in improving their English. Furthermore, 66.7% of respondents think that they have a strong interest in learning English and increasing their knowledge and skills in the language. However, 6.7% of the respondents did not agree or disagree with the question posed in the Google form. The significant number of students who strongly agreed with the statement indicates that the materials were not only beneficial but also vital to their learning process. With such favorable comments, it is apparent that giving tools for speech learning is an excellent investment in students' education.

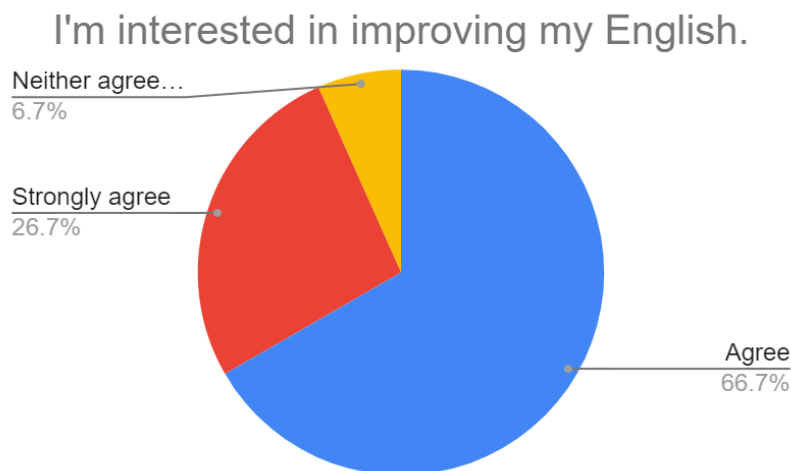


Fig 2. Pie chart of the influence of the materials given to the interest of the students' in English.

Question 3

This pie chart revealed 13.3% of students strongly agreed, demonstrating a clear enthusiasm for participating in international program and international English competition, a slightly larger group of 36.7% simply agreed, indicating interest in the question asked and 43.3% fell into the neutral category, neither agreeing nor disagreeing. This sizable undecided group suggests a need for targeted outreach or promotional efforts to raise awareness and address any potential concerns. However, a small minority of 3.3% strongly disagreed, signifying a lack of interest or potential reservations about international programs and competitions. The results of the survey indicate that the materials and presentation were successful in achieving their goal of increasing students' interest in international programs and English competitions. Overall, the survey results demonstrate the value of providing resources to support students in improving the students' interest in regards to the subject matter.

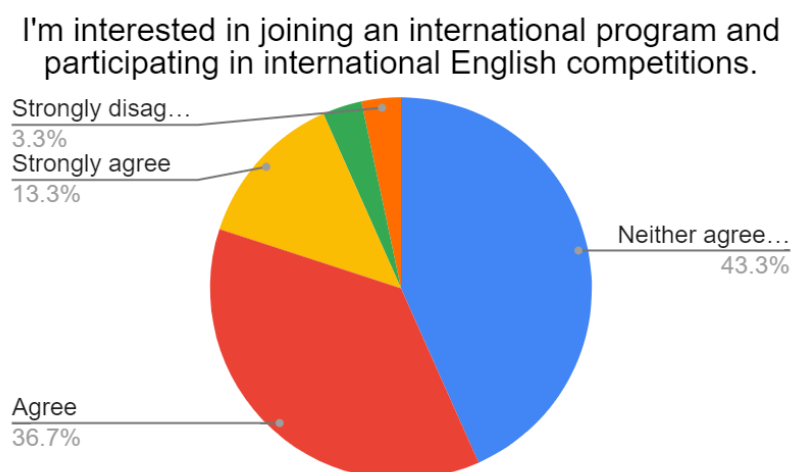


Fig 3. Pie chart of the influence of the materials given to the students' interest in joining International program and English competition.

The purpose of the public speaking learning session through speech for SMA YP Unila students was to boost their confidence and ability to deliver speeches in front of groups of people. The students were taught about the importance of public speaking as well as various ways to improve their abilities, such as tone, eye contact, gestures, and fluency. Following the class, students filled out a questionnaire to assess their overall experience. The majority of them indicated that the session was beneficial and efficient in terms of increasing their interest in international programs and English competitions, specifically speech. Although the pie charts demonstrated that the students understood the materials well, some students felt that the practices did not prepare them for public speaking, suggesting that they would benefit more from a different approach to learning, such as theoretical understanding.

The activity results and feedback indicate that the speech session's purpose of helping students learn public speaking by enhancing their confidence and communication skills was met. Public speaking is an important soft skill for success at the work field, in the classroom, and in everyday life. The ability to effectively convey ideas and thoughts is critical for success in both personal and professional undertakings, thus high school students will benefit from this skill. By learning public speaking, students are better able to convey their ideas with clarity and confidence, resulting in more prospects for progress. Overall, the positive outcomes of the speech session underscore the importance of providing students with opportunities to develop their public speaking skills in order to thrive in a competitive and ever-evolving world.

3.3 Activity Documentation



Pic 1 & 2. Explaining the importance of public speaking through Speech Training for High School student



Pic 3. The student asked question regarding the public speaking and speech

4. CONCLUSION

The community service activity conducted at SMA YP UNILA effectively satisfies a significant requirement to enhance high school students' public speaking. The effort sought to assist students in lessening their fear of public speaking, acknowledging that it is a crucial soft skill in academic, professional, and everyday

contexts. Positive outcomes were obvious from the post-activity questionnaire answers, which demonstrated the effectiveness of the full program that comprised training sessions and educational materials.

Based on the statistics, it was evident that the students were highly satisfied with the materials, which were clear, effective, and motivated. By demonstrating how voiceover abilities are equally crucial in the workplace, the program not only helped the students gain confidence in public speaking but also equipped them with the skills they will need to refine in the future.

The results highlight how crucial it is to include public speaking instruction in secondary school curricula. Gaining proficiency in these areas will enable students to communicate ideas confidently and clearly, fostering both professional and personal development. The accomplishment of this project highlights the significance of encouraging public speaking abilities and provides insightful information for researchers, educators, and legislators who wish to help high school students develop effective communication skills.

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