



IMPROVING PUBLIC SPEAKING ABILITY THROUGH SPEECH

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Abstract

Public Speaking is one of the most important skills one should have. In the industrial 4.0 era, the ability to speak and elaborate on certain issues and topics in front of the public is highly significant due to the fact that now information can no longer be limited. Information is available on the internet, especially on social media. Therefore, in order to avoid misunderstanding the content of the information, public speaking ability is needed. The ability helps people to grasp information correctly. Moreover, the public speaking ability also teaches how to convince people which will be useful for those who are working and also for job seekers. This article discusses the public speaking skills of SMA Way Jepara students, especially in grades 11 and 12. The students are encouraged to practice their speaking ability. They are given some materials and topics that would help them to be more confident. After the 2nd meeting was conducted most of the students were able to gain a much better speaking ability and they also became more confident.

Keywords: English for Tourism, games, hospitality, public speaking, tourism

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INTRODUCTION

The increase in global competition and the successful achievement of Indonesia's Sustainable Development Goals (SDGs) in various fields, especially education, are important factors that affect the competitiveness of each individual, giving rise to various challenges (Disdik.Purwakartab.go.id., 2019). The success of FGDs in the field of Education was marked by the increasing quality of teachers in schools and their students (Humas BAPPEDA JABAR, 2014).

Therefore, teachers and students are also required to have foreign language literacy skills. Foreign language skills are now one of the important elements which are also the impact of increasingly competitive global competition (HUMAS UPI, 2021). Therefore, improving the quality of teachers must be carried out regularly and continuously so that they can always keep up with the times. Meanwhile, improving the skills of students also needs to be done so that they become individuals who are ready to face the demands of the times and can even compete globally. In order to answer the challenges of the times and to improve the quality of education in Indonesia, especially in Lampung, the PKM Team of the Indonesian Technocrat University Assisted Schools decided to build one of the schools, namely Way Jepara Exemplary High School.

The increase in global competition and the success of FDG in the field shows that the teaching and learning process in the classroom is considered insufficient to improve the quality of teachers and students. After conducting interviews and observations at Way Jepara Teladan High School, the PKM Team of the UTI Assisted Schools found various obstacles faced by teachers and students that made it difficult for them to compete globally. Among them is the lack of facilities to accommodate teachers and students in improving their quality and increasing their skills.

Activities that will be carried out by the PKM TEAM of the UTI English Literature Study Program will consist of public speaking training activities and the management of the English Club extracurricular organization. The public speaking activity is intended for students in grades 10-11. In this activity, grade 10-11 students who are members of the English club will attend speech training which will hone their English skills and communication skills.

Ulzer (2019) says that learning a language requires a fun learning method. One of the appropriate methods used is the story telling method, this method can improve speaking skills, pronunciation, language structure, and increase vocabulary (Setyarini, 2012). Before the students take part in the PkM there are some aspects they need to improve. The aspects include fluency, grammar, pronunciation, vocabulary, and confidence.

LITERATURE REVIEW

Public Speaking

Public speaking is the art of speaking in public. This is due to the large number of listeners who attended. Such as in a meeting, conference, academic presentation, and so on. The art of public speaking requires skill and courage. speakers are not only trying to overcome nervousness; a public speaker is required to have speaking skills and abilities that are easy to understand in a short time and are not complicated.

According to Viera Restuani Adia in the book *Menjadi Public Speaker Andal* (2021), public speaking is a communication process in front of an audience that aims to provide information, persuade, or entertain. Public speaking can also be interpreted as a procedure for speaking in public. A public speaker is expected to be able to speak in an appropriate and easy-to-understand language. In other words, a public speaker does not have to use formal language. The most important thing is to be able to put yourself in various situations and according to the context. There are 4 methods of public speaking Quoted from the book *Pengantar Ilmu Public Speaking* (2020) by Pajar Pahrudin, these methods include Impromptu. This method is carried out suddenly, without preparation. This method is also known as *Ad Libitum* or speaking without a script (script).

Meanwhile, the manuscript or reading complete text method in public speaking is a method of reading a script that has been prepared. This method is familiar among state officials or those in charge of giving speeches at official or formal events. The next method is the extemporaneous method or using notes. The public speaking method. This method is done with the help of notes, pointers, outlines of the material (outline), or slides of the displayed material that is displayed through a projector. This method is known as the best method in public speaking. The public speaking method is free, free to improvise, can freely maintain eye contact, is more communicative, and the conversation is much more controlled with the systematic material made in the form of notes, papers, or slides.



Picture 1. *Public Speaking Group Discussion*

To be able to speak in public there are several things you can do. The first thing to consider is taking the time to get to know your audience. This method will simplify the presentation process. The second thing to consider is understanding what the groundwork is when you are asked to speak in public and where you will speak. Third, you can find out the number of audiences who will attend, age, gender, education level (both experience and socioeconomic), religion, friendliness, and whether the audience knows you. If you can answer these questions, you will be able to speak in public according to the context or theme. You can also find out what type of audience and what issues are relevant to the context that the audience is facing. Ask about their successes too so you can highlight them. This will build the audience's support and trust as you speak.

Speech

Speaking activities generally can be categorized into seven types, such as speaking based on pictures, speaking based on sound, telling stories, interviews, discussion, debate, and giving speeches (Leong et al., 2017). According to the Oxford Dictionary (2022), speech is an official conversation or talk delivered by someone who conveys a message or mandate to participants who are present in a forum. Then, Barret in Saputra (2018:83) explains that speech is a practical individual activity. Furthermore, Flether in Saputra (2018:83) also explains that speech is a medium to express or convey ideas, facts, and express feelings, furthermore speech can also be functioned as one of the activities to influence listeners. Therefore, it can be concluded that speech is one of the speaking activities in which the speaker conveys information clearly to the listener or interlocutor which serves to influence, change, convince or reinforce the attitude or behavior of the listener through information and ideas conveyed by the speaker.

Public speaking is more structured; it necessitates more formal language; and it necessitates a different method of delivery. Different situations necessitate different types of speeches. Some sources classify these speeches in various ways, such as the amount of preparation time required or the purpose of the speech. Based on Gladen and Naomi in Harahap and Rozimela (2021:2), there are three types of speeches. The first type of speech is an informative speech, which is intended to teach the audience a small but useful piece of information. The second type of speech is a persuasive speech, which aims to change people's minds or behaviors about something. The third type is ceremonial speeches, which are given to commemorate an important event in someone's life, such as a graduation speech or a wedding speech. To capture the audience's attention and interest, the speaker should deliver an interesting and appealing speech during the introduction portion of the speech performance.

According to Gregory in Harahap and Rozimela (2021:2), all good speeches are organized and consist of three parts: introduction, body, and conclusion. According to (Lucas, 2012: 166), the first step in developing a strong sense of speech organization is to master three basic parts of speech: introduction, body, and conclusion. Furthermore, according to Lucas (2012) and Gregory (1990), assessing speech entails organizing speech, wording the speech/language used, and delivering a speech. The first is an organizing speech, which includes (1) an introduction, (2) a main point with supporting material, a connective statement, and (3). Conclusions that signal the end of the piece, pauses and vocal variety, reinforcement (b) Speech phrasing, which includes (1) vocabulary used, (2) grammar, and (c) speech delivery, which includes (1) the speaker's body, such as eye contact, gestures, facial expression movement, and (2). Pronunciation and articulation are aspects of the speaker's voice.

According to Dale and Wolf (2000:35) a speech must have at least 3 components, namely: (a) An attention attracting opener at the beginning or at the opening of the speech. At this part, the speaker must acquire the listener's attention in order to make them interested in listening to the speech delivered. (b) A preview of the body; this is a way to introduce the topic or content of the speech to the listener. The content of the speech must be based on 4 things related to the topic presented (breaking down the parts of the topic, narrowing the topic of the speech, arranging the topic section correctly, developing topics by providing up-to-date information, tangible evidence, and with props). c. The conclusion of the speech must consist of a summary of the main idea and a closing sentence to end the speech.



Picture 2. Public Speaking by the Student

Furthermore, according to Carlie and Daniel (2008), there are 8 parts of the speech component, namely: 1) state the main idea of the speech clearly. 2) convey the problems that occur so that the topics presented are interesting. Presenting current events to ensure that the topic is considered important to convey. State why the topic is so important to the audience/listener. 3) Describe the current situation that affects the problem by providing examples, descriptions, facts, and opinions from several experts. 4) Explain the factors that influence the problem. 5) Present the solution to the problem systematically. Briefly present several alternatives, but show that these alternatives are not optimal enough to solve the problem being discussed. 6) Provide a solution to the problem in detail. Show that the solution we provide is the best solution. Present evidence and reasons to convince the audience/listener. 7) show and convince that what is conveyed is useful for the listener. Provide solutions that are useful for them. 8) Conclude the speech by giving a final statement.

IMPLEMENTATION METHODS

The method used in community service activities is the descriptive method and the PAR (Participatory Action Research) method using a qualitative approach (Chevalier and Buckles, 2019). According to Howwit (2019) descriptive method is a method that serves to describe or analyze a study but is not used to make broader conclusions. While the notion of the PAR (Participatory Action Research) method according to Chevalier and Buckles (2019) is a research that involves participation that causes action by loading paradigms in new science and paradigms in ancient or previous knowledge. Then, the descriptive method according to Howwit (2019) descriptive research is the activity of collecting data to answer questions related to the problems studied in the study. The research data were obtained during three meetings in three weeks. The method used by the researcher adopts the concept of thinking proposed by Richards (2006), which is divided into three steps, namely as follows:

1. Mechanical Practice

In the first stage, the researcher held the first meeting by providing and explaining some material. The material begins with an introduction to the meaning of English speech and the importance of English speech, this is done to foster a sense of enthusiasm, curiosity in students, and students' motivation in learning English speech. The next material the researcher conveys the structure of the speech which consists of opening, content, and closing, this is done in order to provide a further description of the structure in the speech. Then, the next material is conveying the vocabulary of vocabulary in the opening of an English speech and giving an example of a good and correct opening of a speech using English. Furthermore, after the researcher delivered the material and the students observed the material presented, the researcher asked the students to practice the delivery of the opening English speech independently, this was carried out to analyze whether the material and examples presented by the researcher were well received by the students and also to analyze the ability of students before the implementation of the training until after the implementation of the training at the first meeting.

2. Meaningful Practice

The meaningful practice stage is carried out on the second week and the second meeting. At this meeting, the emphasis was on discussing the content of the English speech. This stage begins with reviewing last Sunday's material or the first meeting, so that students don't forget and make sure the material presented on the first Sunday can be meaningful to students. At the meaningful practice stage, the material presented by the researcher is verbs (verbs), nouns (nouns), adjectives (adjectives), and other related word class functions and are generally used when delivering speech content in English. Then, the researcher also gave an example of how to compose an English speech content text and then practice it in front of the students. After that, the researcher asked the students to practice the delivery of good and correct English speech content.

3. Communicative Practice

This stage is carried out on the third Sunday and the third meeting. The researcher delivered material about how and things to pay attention to when closing a speech in English. However, at this stage, the emphasis is on the practice of speaking English from the opening, content, and closing that is done by the students. The practice must be carried out interactively or create a speech that can establish good communication between the speaker and the listener. Students are asked to practice individually what they have learned from the first, second, and third meetings. When there are students who are practicing, the other students must pay attention and act as listeners, then at the end of each student must provide feedback about the performance of each student. And students are also asked to explore and improvise in the preparation of speech scripts and also when delivering speeches.

RESULTS AND DISCUSSIONS

The results and discussion obtained from the research as a form of dedication show that in the process of learning English speech, which is included in speaking skills, it must integrate with other language skills as well, such as listening, writing, and reading skills. In the implementation of learning English speech, a systematic and thorough preparation process is needed namely researchers must determine learning methods and learning strategies that can meet the needs of students. This is because each student has a different background, to overcome this the method used in the learning process must be interactive, namely by applying the Communicative Language Teaching method by conveying and explaining material about speech in English communicatively.

After conducting the training, the team came up with results that are reported here in three different parts. As the methods used were mainly qualitative, the report and the analysis made are also qualitative. The first part is related to the pre-teaching phase. The second one is related to the progress or the implementation. The third one is related to the outcome shown by the participants.

Before conducting the training and the practice, the tutors conducted an observation about the students' attitudes and perspectives concerning speech and the English language. As seen from the results of the observation, the students showed reluctance in speaking and a lack of knowledge in organizing ideas for a speech. This is in line with previous research done on the same topic (Kusrini dkk, 2022; To'ifah & Sari 2022). This result had also contributed to the need of conducting training and designing methods in addressing the issue (Amelia & Nurmaily, 2021; Kasih dkk, 2022). The team thus carried out the training, talked about the theory, and involved the students in the discussion.



Picture 3: Tutors Guiding Students

The theory taught was related to the organization of ideas in a speech. This organization covers the topic, introduction, content, and conclusion. Related to the topics, the students were trained to find interesting and thought-provoking topics. They were exposed to techniques for creating powerful introductions. They were also taught how to organize the ideas into three to five points and support the main ideas with data or arguments. In addition, they also practiced making good and comprehensive conclusions.



Picture 4: Student Asking Questions

The results of this phase showed that the students actively participated in asking questions and responded to other students. Until this stage, they showed enthusiasm and eagerness to prepare and deliver their own speeches. Similar results to this were also reported by other researchers (Suprayogi et al, 2021; Gulö et al, 2021; Amelia & Nurmaily, 2021).

Having been taught about the theory, the students were given topics to elaborate on. Here is the list of the topics given to the participants.

1. Social Media: Bane or Boon
2. I wish I were ...
3. Pros and Cons of Online Learning
4. If I had a Super Power
5. The Best Lesson I Have Learned
6. Paperbacks vs. Ebooks
7. How to Tackle a Bad Habit
8. Introverts vs. Extroverts

In preparing for this practice, the students were enthusiastic. They chose their topic from the choices provided and began to construct their ideas.



Picture 5: Students Preparing Speech

The practice done by the students shows the expected results as they were able to compose their speech in a systematic organization. In addition, they were also able to deliver the speech convincingly with natural gestures and eye contact.

Below is the description of the results in the form of a table.

Table 1: Data Analysis

No.	Speech Component	Total	%
1.	State the main idea of the speech clearly	30	85
2.	Delivering the problems that occur so that the topics presented interestingly	32	91
3.	Explain the current situation that affects the problem available	28	80
4.	Explain the factors that influence the problem	28	80
5.	Delivering solutions to these problems systematically	32	91
6.	Provide solutions to these problems in detail	30	85
7.	Ensuring that what is conveyed is useful for listeners	26	74

8.	Conclude the speech by giving a final statement	30	85
Average			84

From 45 students participating in the training, 35 students responded consistently thus the numbers provided here are from those 35 participants. As seen from the table given above, 84% of them are able to meet the criteria needed to prepare and deliver a speech.

The lowest ability shown by the participants was on ensuring that what was conveyed was useful for the listeners. Only 26 from 35 participants were able to reach this criterion which represents only 74 percent of the real data.

The highest one, however, is shown by two criteria. The participants scored high in delivering the problems that occurred so that the cases could be presented interestingly. In the second one, they also scored high in delivering solutions to problems systematically. For both criteria, the students scored 91 percent. That represents 32 of 35 students.

CONCLUSION

This social service conducted by Universitas Teknokrat Indonesia at SMA Teladan Way Jepara consists of a series of English Speech learning activities that were intended to prepare students to face major challenges in the future. The activity reviewed material related to vocabulary, public speaking, organization of a speech, and its delivery. In this activity, the team used learning methods that were considered effective, effective, and fun for students.

Based on the results of the program held and assisted by Universitas Teknokrat Indonesia at SMA Teladan can be concluded that the participants who lacked self-motivation in learning were now able to improve their abilities after participating in the activities. Previously students could not understand the English Speech material during the teaching and learning process before the activity was held. However, after the activity was carried out, students were able to construct and deliver their ideas systematically. The two-day activities helped students especially in speaking so that students speak and understand the context of a speech in English correctly and systematically.

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