The Effectiveness of Public Speaking Training to Improve Student's Self-Confidence

Arifasani Rizky Fauziah[1], Unggul Haryanto Nur Utomo[2]*

[1,2] Faculty of Psychology, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

unggul.utomo@psy.uad.ac.id

ABSTRACT

This study aimed to examine the effect of public speaking training to improve student's self-confidence. The subjects of this experimental study were 61 students of the state vocational high schools majoring in hospitality and tourism services in Yogyakarta. Self-confidence was measured using a self-confidence scale, while Public Speaking Training was given as a treatment to the experimental group. The results showed that there was a very significant difference in self-confidence between the experimental group and the control group (t = 3.245; p = 0,002), the experimental group's confidence was higher than the control group. The proposed hypothesis was accepted that public speaking training has a significant and effective effect on increasing students' self-confidence.

Keywords: public speaking training, self-confidence, student

Introduction

Self-confidence is one aspect of personality that plays an important role in human life. This is because with self-confidence, a person is able to actualize all his or her potentials. Persons with high self-confidence have confidence in their own abilities and have realistic expectations (Sarastika, 2014). Iswidharmanjaya and Enterprise (2014) states that a person with high self-confidence has a strong grip, is able to develop motivation, is able to learn and work hard for progress and is full of confidence in the role he plays. A person with high self-confidence is able to recognize, understand and believe in one's own abilities and is not easily influenced by others, on the contrary, a lack of self-confidence will hinder the development of self-potential, causing a person to be pessimistic in facing challenges, afraid and hesitant to convey ideas and indecisive in making choices and often compare themselves with others (Sarastika, 2014).

The mission of the State Vocational High School "X" Yogyakarta is to produce graduates who are professional and ready to face global challenges. Vocational High School students are educated to improve their knowledge and skills with the aim of being ready to work and adapting to the social life of the community. Not only do they need to be competent in the area of expertise being studied, students need additional skills (soft skills) to realize the mission. Hospitality and Tourism Services is one of the expertise programs found at the State Vocational High School "X" Yogyakarta.

Skill competencies are divided into Hospitality Accommodation and Tourism Service Business. Both majors emphasize expertise in the field of tourism travel management, tour guides and public relations services. Students are always in activities that require them to be skilled at speaking, such as presentations, asking questions in class, discussing, giving speeches, and others. The material for the Hospitality and Tourism Services program that must be followed by students is guiding using a foreign language, ticketing, tour planning, receptionist, reservation officer and telephone operator. If the skills

possessed by students are not followed by self-confidence, these students will have difficulty showing the expected performance and have difficulty getting job promotions at a higher level.

The results of interviews conducted by researchers with four students on August 22, 2017 at 08.15 WIB, regarding the obstacles when conducting expertise program materials such as presentations, discussions, or guiding are nervous, nervous, embarrassed, afraid of being wrong, lack of mastery of the material so that they have difficulty speaking in public and discuss with others. Low self-confidence can cause students to lose motivation to achieve achievement in learning and lose the courage to do or try new things because they are always overshadowed by feelings of inadequacy. Self-confidence is the main thing that must be owned by a student in learning as well as in everyday life because with self-confidence there will be a belief in the individual in all aspects of his strengths and abilities and with this belief he is able to achieve various goals in life. life including after graduating from school. Students who have feelings of insecurity will always be afraid and hesitant to step up and act, argue and interact both in an academic and social environment. At each stage of the learning process, students are required to do activities that require self-confidence, such as speaking, expressing opinions, answering teacher questions, making presentations to the class, working on questions or assignments independently (Salirawati, 2012). All these activities cannot be done if students do not have confidence in their own abilities.

Rakhmat (2009) states that the most determining factor in public speaking is a lack of self-confidence. Someone who lacks self-confidence will tend to avoid presentations or public speaking, afraid of others mocking or blaming, in discussions will be more silent and in speech will speak brokenly. Lack of self-confidence can hinder the development of self-potential. Low self-confidence due to fear, worry and so on must be overcome. Someone who is afraid to express an opinion is required to have the courage to overcome these feelings. Pratyahara (2016) says that 75% of the time in human life is in communication activities which are mostly done orally. Stewart & Tassie's research (2011) mentions several things that will help reduce students' fear of public speaking, namely by respecting cultural differences, using class time to practice and creating a pleasant atmosphere. The problem of lack of confidence in students must be resolved immediately. According to Lauster (2006), self-confidence is not a trait that is inherited (innate) but is obtained from life experience, and can be taught and instilled through education so that certain efforts can be made to form and increase self-confidence. Pan and Yan (2010) have studied a method of public speaking education to be applied in the classroom. The results of this study indicate that the use of certain public speaking methods is very helpful in increasing students' self-confidence.

An alternative solution that can be done to increase students' self-confidence is to use training such as that carried out by Febrihariyanti & Suharnan (2013), namely basic leadership training which has a positive effect on increasing self-confidence. Research by Widyaningtyas & Farid (2014) shows that experiential learning has an effect on adolescent self-confidence and teamwork. Starting from this phenomenon, the researcher wants to research the effect of public speaking training to increase self-confidence.

Self-confidence is the belief to do something about one's self as a personal characteristic in which there is confidence in one's own abilities, optimistic, objective, responsible, rational and realistic (Ghufron and Risnawita, 2016). Baron & Byrne (2003) stated that self-confidence is a person's belief in his ability or competence for the performance of a given task, achieving a goal or overcoming an obstacle. Hakim (2002) argues, self-confidence can simply be defined as a person's belief in all aspects of the advantages he has and that belief makes him feel capable of achieving various goals in life. Based on some of the definitions of the experts above, it can be concluded that self-confidence is a person's belief in his ability to self-actualize and feel capable of achieving various goals and overcoming certain obstacles. There are several aspects of self-confidence as expressed by Lauster (2006), namely:

1. Self-confidence is a person's belief that he is able to achieve the desired results, such as mastering a new skill or achieving a goal (Wade, et al., 2014).
2. Optimism is a holistic view, sees good things, thinks positively and easily gives meaning to oneself. Optimistic people believe that failure is only a temporary setback and its causes are unlimited, they also believe that it arises not due to internal factors but due to external factors (Seligman, 2005).
3. The objective is the person who is confident in seeing the problem or everything according to the truth it should be, not according to personal truth or according to himself.
4. Responsibility is a person's willingness to bear everything that is the consequence.
5. Rational and realistic, namely the analysis of a problem, a thing, an event by using thoughts that are accepted by reason and in accordance with reality.

According to Robinson (Marzuki, 2012) training is teaching or providing experience to someone to develop behavior (knowledge, skills, attitudes) in order to achieve something desired. Good (Marzuki, 2012) defines training as a particular teaching whose objectives have been clearly defined, usually it can be demonstrated and an assessment of the improvement and improvement of students' abilities. Training is also defined as a process of helping others to acquire skills and knowledge.

Linguistically, public speaking comes from two words in English, public and speaking. In the English-Indonesian dictionary, John Echols and Hassan Sadily (Dewi, 2016) define public as general, public and society. Speaking means 'talk' or 'talk', so when combined, public speaking can be interpreted as speaking in front of the public. Public speaking in communication science is defined as a way and art of speaking in front of a general audience that demands fluency in speaking, emotional control, choice of words and tone of voice, the ability to control the atmosphere and also mastery of the material to be discussed (Dewi, 2016). Sediyaningsih (Tim Indonesiax, 2016) said that public speaking is the art of speaking in public, called art because speaking requires a strategy. This strategy is called the art of regulating speech so that interaction and communication occur effectively and as expected.

Based on the description above, it can be concluded that public speaking training is a systematic process to improve the art of public speaking by building the necessary knowledge and skills so that communication occurs effectively and as expected. There are three main things in exploring perception as the basis for interacting (Sediyaningsih in Tim Indonesiax, 2016), namely: the way a person evaluates himself, the way a person judges others and the way a person perceives others to judge himself.

The elements of public speaking (Sediyaningsih in indonesiax.co.id, 2016) are:

1. Speaker. The speaker or in communication terms is often referred to as the source. Communication starts with the speaker. When they want to convey a message, the speaker must be able to convert ideas into symbols or language that is easily understood by the recipient. This process is known as encoding.
2. Message. The message to be conveyed must be arranged according to the purpose of a conversation. The message consists of three parts, namely introduction, content and closing. Messages have two forms, namely:
   a. Verbal Message. Verbal messages are form of verbal communication in the form of words either spoken or written.
   b. Non-Verbal Message. Non-verbal messages are form of communication that accompanies verbal communication.
3. Media (channels). Channels or media are tools (media) used by speakers in conveying messages to recipients.
4. Audience. The audience is the recipient of the message. The recipient of the message must be able to translate or interpret the message conveyed by the communicator. This process is known as decoding.

5. Feedback. Feedback is the message conveyed by the audience to the speaker. For example, when giving the audience time to express opinions or ask questions. Feedback can also be in non-verbal form, such as when the audience yawns and is restless.
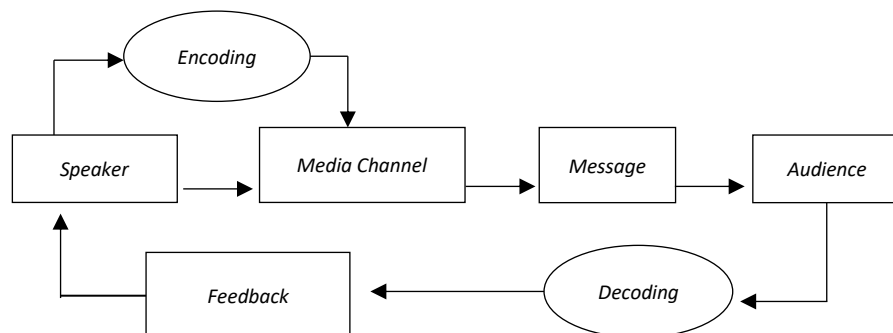

Fig. 1 the elements of public speaking

A systematic public speaking from the Training Delivery Cycle (Bintang, 2014) consist of:

1. Opening. The speaker must succeed in getting the attention of the audience. The opening can use music with a fast beat, the audience is invited to move, dance and sing to the music.
2. Introducing. The speaker organizes messages in a coherent and logical manner. The material to be delivered is arranged in a well-organized manner that will arouse the interest and attention of the audience. Avoid long, tiring and boring public speaking. Public speaking like that is usually because the speaker has a lot of material but is unable to organize it.
3. Play Topic. The ideas that will be conveyed to the audience are disclosed in this section. Speakers can tell stories or explain topics. Public speaking delivery skills must be used to keep the audience focused. The goal is that the audience can catch the message conveyed by the speaker properly.
4. Interaction. There is something to remember that the speaker is not alone, involve the audience. The speaker can use the question "can it be followed?" or "Until here any questions?" with the aim of clarifying the information conveyed by the speaker.
5. Conclusion. Each audience will interpret the content of the conversation in a different way. At this stage, the speaker is tasked with collecting the points that have been conveyed and equating the audience's perception. What the speaker needs to avoid is bringing up new facts or non-functional words.
6. Closing. Key learning values conveyed by speakers to the audience. The main function of closing that needs to be conveyed by the speaker is to summarize, summarize in one sentence and inspire the audience to feel, remember and act. The speaker's words, appearance and behavior can be an inspiration to the audience.

The strategies to become a public speaker (Sediyaningsih in the Indonesiax Team, 2016) are:

1. Careful planning. Avoid being nervous by mastering the topic to be delivered, therefore study the material well. There's nothing scarier than talking about something you can't master.
2. Exercise. Beginner speakers usually let nervousness take over so that there will be interference with the material to be delivered, for example, forgetting something or the voice sounds vibrating because of nervousness. Speakers need practice to be able to find the best way for themselves to be skilled at public speaking.
3. Understanding the audience. A speaker needs to find out the audience that will be attending. The more complete the information obtained by the speaker, the more he will understand the needs or expectations of the audience. It aims to adjust the right communication to be delivered to the audience.

4. Pay attention to body language. Body language in public speaking must be considered by the speaker. Body language is defined as non-verbal body movements that can convey messages to others. Body language can affect the message the speaker wants to convey to the audience.
5. Think positively. Visualization is one of the keys to success. Imagine yourself delivering compelling material. This positive visualization will help the speaker to relax and feel comfortable so that they can deliver interesting material.
6. Evaluation. The evaluation process is carried out to determine the effectiveness of delivering material to the audience. Several things that can affect the audience's understanding of the material are the delivery of the material too fast, the eyes are not fixed on the audience and the volume of the voice is not clear. There are several ways to evaluate the material presented in accordance with what was done during the exercise, namely asking for feedback from the audience, asking for advice from friends and documenting activities while being a speaker.

Based on the description above, this present study aimed to empirically test the effect of public speaking training to improve student's self-confidence. The hypothesis proposed in this study was that public speaking training is effective in increasing students' self-confidence.

Method

The subjects involved in this study were students of class X Hospitality and Tourism Services at the State Vocational High School "X" Yogyakarta. The research subjects were taken by random assignment as many as 61 students who were grouped into the experimental group and the control group. The data collection used in this research is to use a tool in the form of a scale. The self-confidence scale was compiled by the researcher based on the aspects of self-confidence proposed by Lauster (2006), namely belief in self-ability, optimism, objective, responsibility and rational and realistic which consists of 25 items. The response format on the Self-Confidence scale consists of four answer options, namely very suitable, suitable, not suitable and very unsuitable that were scored of 4 to 1 for the favorable items, and 1 to 4 for the unfavorable items. Self-confidence scale has a reliability coefficient (α) of 0.935.

This study used an experimental method with a pretest-posttest control group design, namely a design that uses measurements before (pretest) and after (posttest) treatment in two groups. In this design, randomization was done to the experimental group and the control group. The research implementation can be seen in the following research design scheme:

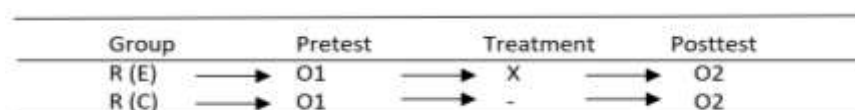| Group	Pretest	Treatment	Posttest
R (E) →	O1	→ X →	O2
R (C) →	O1	→ - →	O2

Fig. 2. Experimental Scheme

Note:
R   : Randomization
E   : Experiment
C   : Control
O1 : Pretest
X   : with treatment (public speaking training)
-    : without treatment
O2 : Posttest

Results and Discussion

The research hypothesis was a temporary answer to a research problem whose truth remains to be tested empirically. The hypothesis in this study was that public speaking training can have an effect on increasing students' self-confidence. The results showed that there was a very significant

difference in self-confidence between the experimental group and the control group (t = 3.245; p = 0.002), the experimental group's confidence was higher than the control group. The proposed hypothesis was accepted that public speaking training has a significant and effective effect on increasing students' self-confidence.

Hypothesis testing was conducted to determine the difference in self-confidence of students who received treatment from the Public Speaking Training with students who did not receive Public Speaking Training, namely the control group. The level of student's self-confidence so far is in the moderate category (55.7%) with 34 subjects, high category as many as 27 subjects (44.3%) and no subject has low self-confidence. Therefore, it can be concluded that the subjects were in the category of moderate self-confidence before being given treatment.

The facts on the ground that cause students to have moderate self-confidence were the involvement of students as receptionists in schools and the practical implementation of Hospitality and Tourism Services expertise program materials such as presentations, guiding using foreign languages, tour planning, and others in the classroom. all practical learning programs in that vocational high school made students have the confidence to support their expertise.

The results of the pretest obtained an average score of self-confidence of the experimental group subjects were 72.58 and the control group were 74.60. The difference in the self-confidence pretest score of the experimental group and the control group is not significant. The posttest results showed that the average self-confidence score of the experimental group changed to 78.45 after receiving the Public Speaking Training, while the average score of the control group's confidence decreased to 73.57. the experimental group's confidence increased significantly after being given the treatment compared to the average score of the control group.

The results of the hypothesis test show that t = 3.245 with p (Sig. 2-tailed) = 0.002 (p < 0.01), which means it was smaller than 0.01, so there was a very significant difference in self-confidence between the experimental group and the control group. The experimental group that was given the Public Speaking Training showed a very significant increasing in self-confidence. This Public Speaking training could train students to face obstacles when carrying out expertise program materials or in other activities.

Students expressed the benefits they have got after participating in the Public Speaking Training in worksheet 2, namely: understanding how to speak in public, knowing how to deal with nervousness, increasing self-confidence, not being shy when speaking in public. These were in line with Lauster (2006) that self-confidence is not a trait that is inherited (innate) but is obtained from life experience, and can be taught and instilled through education so that certain efforts can be made to build and increase self-confidence.

Conclussion

Based on the results of the study, it can be concluded that Public Speaking Training has a very significant effect on increasing the student's self-confidence of the state vocational high schools majoring in hospitality and tourism services. Students who were given public speaking training have higher self-confidence than students who are not given public speaking training, so it is recommended that schools provide public speaking training in an effort to increase student confidence. Teachers are advised to be able to provide lesson content with the steps that have been taken by researchers to create a teaching and learning atmosphere that can increase students' self-confidence. Researchers who want to use this training were advised to try this training on other subjects with more specific criteria. The provision of Public Speaking Training can be carried out in a longer period of time and provide follow-up to see changes in self-confidence behavior sometime after being given training in order to strengthen research results.

Acknowledgement

References

Baron, R. A. & Byrne, D. (2003). *Psikologi sosial jilid 1 edisi kesepuluh*. Jakarta: Erlangga.

Bintang, W. (2014). *Powerful public speaking*. Yogyakarta: Andi Offset.

Dewi, F.U. (2016). *Public speaking kunci sukses bicara di depan publik: Teori dan praktik.* Yogyakarta: Pustaka Pelajar.

Febrihariyanti, D. N. & Suharnan. (2013). Pengaruh pelatihan dasar kepemimpinan terhadap kepercayaan diri dan kemampuan problem solving anggota pramuka. *Persona*, 2(2), 139-152.

Ghufron, M. N. & Risnawita, R. (2016). *Teori-teori Psikologi*. Yogyakarta: Ar-Ruzz Media.

Hakim, T. (2002). *Mengatasi rasa tidak percaya diri*. Jakarta: Purwa Swara.

Iswidharmanjaya, D. & Enterprise, J. (2014). *Satu hari menjadi lebih percaya diri*. Jakarta: Elex Media Komputindo.

Lauster, P. (2006). *Tes kepribadian. Alih Bahasa D. H. Gulo.* Jakarta: Gaya Media Pratama.

Marzuki, H. M. S. (2012). *Pendidikan nonformal: Dimensi dalam keaksaraan fungsional, pelatihan dan andragogi.* Bandung: Remaja Rosdakarya.

Pan, L., & Yan, P. (2010). Primary study on public speaking in Chinese Korean Education. *Asian Social Science,* 6(5), 70-75.

Pratyahara, A. D. (2016). *Fearless public speaking*. Yogyakarta: New Diglossia.

Rakhmat, J. (2009). *Psikologi komunikasi*. Bandung: Remaja Rosdakarya.

Salirawati, D. (2012). Percaya diri, keingintahuan dan berjiwa wirausaha: Tiga karakter penting bagi peserta didik. *Jurnal Pendidikan Karakter,* 2(2), 213-224.

Sarastika, P. (2014). *Buku pintar tampil percaya diri*. Yogyakarta: Araska *Publisher*

Seligman, M. (2005). Beyond *authentic happiness: Menciptakan kebahagiaan sempurna dengan psikologi positif. Bandung: PT Mizan Pustaka.*

Stewart, F. & Tassie, K. E. (2011). Changing the atmos'fear' in the public speaking classroom. *International Journal of Humanities and Social Science*, 1(7), 9-13.

Tim Indonesiax. (2016). *Bahan ajar public speaking. Sri Sediyaningsih*. Retrieved from: www.indonesiax.co.id/courses/course-vl:UniversitasTerbuka+UT101+2016

Wade, C., Tavris, C. & Garry, M. (2013). *Psychology, 11th ed.* Upper Saddle River.

Widyaningtyas, D. & Farid, M. (2014). Pengaruh *experiental learning* terhadap kepercayaan diri dan kerjasama tim remaja. *Jurnal of Scientific and Technology Research 9 (2), Februari 2020*.