



Public Speaking Training for Youth in Koto Perambahan Village, Kampar Regency in Improving Public Speaking Skills

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Abstract

Speaking in public (Public Speaking) for a teenager is one of the abilities that greatly supports activities in working and doing various creativity. Especially in the current era of technological advancement, there are many things that teenagers can do to make breakthrough changes in a positive direction by mastering Public Speaking. It is just that many teenagers do not have good public speaking skills to convey ideas in public, so it hampers their efforts in this regard. The purpose of this activity is to uncover potential as well as an effort to help Koto Perambahan Village teenagers improve their skills in the field of Public Speaking or public speaking skills. Public speaking skills must be trained from an early age Because it will be beneficial for the future. The method of implementing service consists of preparation, implementation, and evaluation. This activity results in the trainee teenagers demonstrating their Public Speaking skills after getting direction and guidance.

Keywords: Training; Public Speaking; Adolescent

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Introduction

International public speaking studies refers to analyzing, understanding, and researching various aspects of public speaking that have an international or global dimension. It covers aspects such as techniques, strategies, culture, and the impact of public speaking in contexts involving audiences from different countries and cultures.¹

International public speaking studies can focus on Cultural Differences and Communication; each culture has different norms and values regarding communication and presentation. This study can explore how different cultures influence how people speak in public, including body language, tone of voice, and speaking style.²

The ability to speak in public as a teenager is demanded. There are many important ideas in the minds of teenagers that need to be conveyed to the public. Usually, adolescence is when a person pays attention to the surrounding environment and often thinks out of the box. The obstacle of communication in public is an obstacle that requires a solution. Usually, teenagers will feel reluctant and not confident if they have to speak in front of older people. They often lose their words when saying something in public. This is certainly caused by the lack of training in their public speaking skills, so the thing in question occurs. Nevertheless, if their public speaking skills are honed and practised, they will be greater than people who are older than them and can even become the "Lion of the Podium."

In the current era of an informative society, where the public easily seeks the desired information with various techniques that can be reached, problems arise in the communication capacity that lies in the communicator who conveys the information. This communication failure ultimately distances the effectiveness of message accuracy and communication goals.³

Public Speaking is a skill needed today, in an era where technological development is progressing very quickly and significantly.⁴ Progress that is difficult to stem but can be directed. Progress can have a positive impact if utilized properly and a negative impact if left unattended. Public speaking skills, especially if you can master them, will be an asset in preparing for work and lectures. Public speaking can be a powerful tool for the purposes required, and a confident speaker usually considers this a hobby and a joy.⁵

Public Speaking is part of communication, a need that becomes a bridge to the fulfilment of basic human needs, where humans must meet the basic needs of both *Dharinyyat*, namely the need for religious life, the need to protect themselves, the need to protect the mind, the need to protect offspring, and the need for property. As well as *Hajyyat*, namely the need to make life easier and spacious, not making someone difficult but not yet classified as a luxurious life. Then *tahsinyyat* is a need related to comforts such as luxurious food, delicious drinks, and the like.⁶

¹ Rifqi Nadhmy Dhia, Jasmine Alya Pramesthi, and Irwansyah Irwansyah, "Analisis Retorika Aristoteles Pada Kajian Ilmiah Media Sosial Dalam Mempersuasi Publik," *Linimasa: Jurnal Ilmu Komunikasi* 4, no. 1 (2021): 81–103.

² Tedi Sutardi, *Antropologi: Mengungkap Keragaman Budaya* (PT Grafindo Media Pratama, 2007).

³ Ronny H Mustamu, "Menjadi Pembicara Publik Andal: Fenomena Public Speaker, Antara Kebutuhan Dan Tren," *Jurnal Komunikasi Islam (Journal of Islamic Communication)* 2, no. 2 (2012): 209–17.

⁴ Lasmary Rosentaully Maissalnya Girsang, "Public Speaking Sebagai Bagian Dari Komunikasi Efektif (Kegiatan Pkm Di Sma Kristoforus 2, Jakarta Barat)," *Jurnal Pengabdian Dan Kewirausahaan* 2, no. 2 (2018).

⁵ Rahmadany Ayu Fitria, "Pelatihan Public Speaking Untuk Menciptakan Komunikasi Efektif Pada Siswa SMKN 49 Jakarta Utara," *IKRA-ITH ABDIMAS* 5, no. 1 (2022): 74–78.

⁶ Harjani Hefni, *Komunikasi Islam* (Prenada Media, 2017). hal. 34

The things mentioned above can be realized if there is a role of communication in it. These needs will be achieved by communicating with others and will hardly be realized without communication.

The problem of the inability to speak in public is also experienced by adolescents in Koto Perambahan Village, Kampar Regency, Riau. Indicators show that many teenagers in the village are still shy and unprepared when asked to perform public speaking. It is then that this training must be implemented. The potential possessed by teenagers in Koto Perambahan Village, Kampar Regency, Riau, is very large, so it will be a great loss if it is not maximized properly. Because adolescence will never be repeated twice, do not let regrets occur.

Many studies on public speaking have been discussed on various occasions in seminars, journal books, and so on. Among them is a community service journal by Lasmary RM Girsang titled public Speaking as Part of Effective Communication (PKM Activities at Kristoforus 2 High School, West Jakarta). The Journal of Service and Entrepreneurship of Bunda Mulia University Jakarta published the journal in Volume 2 Number 2 in 2018. The activity resulted in the participants being enthusiastic and proactive in participating in the activity and even dared to appear to speak in public without being asked by the speaker.

In addition, there is also a journal written by Nara Setya Wiratama with the title Public Speaking Ability in History Learning, published by the Journal of Education and History of Universitas Nusantara PGRI Kediri Volume 17 No. 1 March 2021. The results of this study are that learning history requires the role of both teachers and students; the teacher delivers good public speaking methods so that students can understand the history taught to the maximum.

The difference between this service activity and several previous service journals is that this service activity is more directed at efforts to provide skills to teenagers in Koto Perambahar Village, Kampar Regency, Riau in terms of Public Speaking, a striking difference from this training is that in this training Islamic elements have been added to the material presented such as how Islamic methods in public speaking.

Based on our hypothesis, this training will positively impact the Koto Perambahan Village, Kampar Regency, and Riau youth if we refer to the participants and their ability to absorb new things they have never received. In addition, the absence of language barriers between the presenters and participants will further strengthen the assumption that they can master the material well.

If you read the background above, the purpose of the implementation of this activity is to uncover the Public Speaking skills of teenagers in Koto Perambahan Village, Kampar Riau Regency, as well as provide skills for them to be able to become reliable speakers in public in the future.

In addition, this activity is also expected to encourage other teenagers in Koto Perambahar Village, Kampar Regency, Riau, who have not had the opportunity to participate in this activity, to be eager to hone their public speaking skills, which will be very good for their future.

The method used in this Public Speaking training to provide materials related to basic skills in public Speaking six kinds of Public Speaking are Persuasive Speaking, Ceremonial

Speaking, Informative Speaking, Demonstrative Speaking, Actual Speaking, and Entertain Speaking⁷, each of which is explained as follows:

Persuasive Speaking

Persuasive speaking is a type of Public Speaking that aims to invite someone to do something. This invitation can be either a final action or an invitation to a certain understanding. This type of public speaking aims to persuade people from not buying to buying, from not doing to doing, and so on.

Ceremonial Speaking

Ceremonial Speaking is a type of public speaking delivered in front of a large audience, such as speeches, remarks, and others. This type of public speaking is usually done in formal places only.

Informative Speaking

Informative speaking is a type of public speaking that aims to convey information to others so that they understand our intentions.

Demonstrative Speaking

Demonstrative Speaking is a type of public speaking that conveys something procedural, such as conveying something related to hand washing procedures using certain standard operating procedures.

Actuate Speaking

Actuate Speaking is a type of speech to convey instructions to others, like a director giving instructions to his employees.

Entertain Speaking

Entertain Speaking is a type of public speaking that contains entertaining elements. It is flexible depending on the situation and conditions.

After the material was given, the next step was to practice by asking each participant to come forward and model good public speaking as learned. Furthermore, the end of it all is the assessment of the presenters on the performance of the participants.

Meanwhile, the method used in solving research problems is the PAR (Participatory Action Research) method, which is a Community Service approach whose process aims at learning to overcome problems and meeting the practical needs of the community, as well as the production of science⁸, and the process of religious social change.

A PAR researcher must work as follows: (1) Pay close attention to ideas coming from the people that are still fragmented and unsystematic; (2) Study these ideas together with them so that they become systematic ideas; (3) Unite with the people, (4) Review the ideas coming from them, so that they realize and understand that the ideas are their own, (5) Translate these ideas into action; (6) Test the truth of ideas through action; (7) and so on repeatedly so that these ideas become truer, more important and more valuable over time.⁹

⁷ “<https://fisipol.uma.ac.id/6-Macam-Public-Speaking-Penting-Kamu-Ketahui/>,” 2023.,

⁸ Norman K Denzin and Yvonna S Lincoln, *The Sage Handbook of Qualitative Research* (sage, 2011).

⁹ Direktorat Pendidikan Tinggi Keagamaan Islam, *Metodologi Pengabdian Masyarakat* (Jakarta: Direktorat Pendidikan Tinggi Keagamaan Islam, 2022).

Result and Discussion

This activity occurred in Koto Perambahan Village, Kampar Regency, Riau Province. This village has six hamlets with 29 RT and 11 RW. The area of this village is 500 hectares with a population of 6285 people with details of 3060 men and 3225 women with a total of 1649 family heads. This village has seven mosques, three elementary schools, one junior high school, and one senior high school.

The Public Speaking training involved 17 teenagers in Koto Perambahan Village, Kampar Regency, Riau Province. This training was carried out for four days starting on March 29-31-2023 with the following activity details.

Day 1 began with the preamble and introduction of Public Speaking to the participants. This material was delivered with the aim that the participants understood the outline of the material. By knowing the outline of the material to be delivered, the participants will find it easier to follow the training.

This training material was introduced in a language easily understood by the participants systematically and straightforwardly. Because the discussion of Public Speaking is a discussion that the participants have never studied, they must find the right way to understand the participants about the outline of the material to be delivered.

On this first day, the participants looked awkward and shy to speak in front of other participants; sometimes, even after standing in front of other participants, they could not say a single letter because of their lack of confidence. This is a big obstacle in this training because the target to be achieved at the end of the event is to foster participants' confidence in speaking in front of the public, not just standing alone without words coming out of their mouths.

A person's lack of confidence when speaking in public for the first time is a common thing that happens to many people; this can happen due to many factors, one of which is the absence of motivation within him to convey something in public so he feels that what he wants to convey is of no use to himself or others According to Henry, a motivated person will show effort from his hard work. This effort must then be directed toward the desired goal accompanied by high perseverance on an ongoing basis.¹⁰

Motivation that arises from a person is important always to be there so that the person will make every effort to achieve their goals. Likewise, when speaking in public, you must present motivation to have a strong spirit in conveying the intended matter.

In addition, another factor that triggers a person's lack of confidence in public speaking is the person's inability to speak in public. This happens because of the person's lack of flying hours to perform in public or his unwillingness to perform in public.

A person's speaking skills vary in terms of levels and levels. It could be that a person has excellent speaking skills because of his or her natural ability. However, this skill can also result from the training he participates in. This happens to teenagers and adults who may not have good speaking skills.¹¹

¹⁰ Hery, *Seni Mengelola, Memotivasi, Dan Memimpin Karyawan* (Jakarta: PT. Gramedia Widiasarana Indonesia, 2016).

¹¹ Rani Jayanti, Tri Ratna Rinayuhani, and Cahyo Hasanudin, "Pendampingan Siswa SMK Palapa Mojokerto Dalam Meningkatkan Keterampilan Berbicara Sebagai Bentuk Dimensi Kreatif Dalam Proyek Penguatan Profil Pelajar Pancasila (P5)," *J-ABDIPAMAS (Jurnal Pengabdian Kepada Masyarakat)* 6, no. 2 (2022): 281–90.

The more hours a person has in public speaking, the better the quality and ability.¹² Vice versa, the fewer hours a person has, the worse his or her public speaking skills and abilities will be. These skills can be honed by self-practice or attending training about the skills you want to achieve. Sometimes, self-practice is easier and more effective than practising with others. Nevertheless, and vice versa, practising with others is sometimes easier than practising independently. Because some people cannot learn in a group, but some cannot learn if they are not in a group.

In addition, among the factors of one's lack of confidence in expressing something is the lack of literacy about what one wants to do. Literacy is generally a person's language ability, including listening, speaking, reading, writing, and thinking skills.¹³



Picture 1. Public Speaking Training for Teenagers in Koto Perambahan Village, Kampar Regency

Day 2 continued with the delivery of material about Public Speaking. The enthusiasm of the participants on day two was better than on day 1, and this was because the participants were more motivated and open-minded about public speaking after being given an introduction to Public Speaking at the day one meeting.

The material presented in the second meeting was about public speaking, namely some things related to the six models of public speaking as written in the introduction method above. The six models of public speaking were presented briefly to the participants because these six models are very useful for all participants. If the participants can master these six models of public speaking in depth, then it is enough for them as a provision when speaking in public.

The material was delivered in a language easily understood by the teenagers participating in the training; one by one, it was delivered very well so that the participants could understand the content presented properly and correctly. Do not let anyone misunderstand the material's content due to poor delivery.

¹² Charles Bonar Sirait, *The Power of Public Speaking: Kiat Sukses Berbicara Di Depan Publik* (Gramedia Pustaka Utama, 2007).

¹³ Harlinda Kuspradini et al., "Peningkatan Literasi Masyarakat Desa Asa, Barong Tongkok, Kutai Barat Era New Normal," *J-ABDIPAMAS (Jurnal Pengabdian Kepada Masyarakat)* 5, no. 1 (2021): 75–86.

On the second day of the meeting, the participants began to have the courage to ask questions and actively participate in the material presented. Little by little, their shyness and lack of self-confidence disappear and have become independence and courage.

In between the delivery of the material, participants are also asked to practice the material that has been delivered so that the material is easier to remember because something that requires practice if only learned the theory will not make an impression. However, if you learn something that requires direct practice, practice is usually done, and participants will easily remember and practice what they have learned.

One by one, the participants were asked to come forward to the front of the class to practice the public speaking model they had learned; some were still shy on the second day, but few were brave and able to speak in public. Little by little, a simple series of words came out of the participants' mouths, illustrating that slowly but surely, they had begun to hone their public speaking skills, although not yet maximized.

For those still shy, we continue to encourage them to be motivated by their fellow participants who are more confident in performing in public. We continue to try to eliminate their shyness so that it is directed to the better because shyness, in this case, is not in place. Self-confidence must always be raised so they become more accustomed to speaking in public, which is certainly good for their future.

Today's teenagers are the successors and successors of their parents' struggles, so what happens if their quality is worse than their predecessors? What should happen is that the quality of today's teenagers should be better than their predecessors. Furthermore, that is what the Indonesian Nation is hoping for.

Finally, with patient motivation and encouragement, one or two words came out of their mouths. Although stammering, they were willing to try. Of course, this is positive rather than being shy until the end of the training without any significant results from the participants.



Picture 2. The atmosphere of the public speaking training class on day 2

After day two was over, the activities continued on day 3. The material presented on day two was continued on day 3. Refinements were made on this day to the material delivered on the previous day.

It was seen that the participants' enthusiasm was getting bigger on this third day, as evidenced by the fact that fewer and fewer participants were shy when asked to come forward to the front of the class. This is certainly very different from the previous two days, where it was seen that many participants were still shy, but on this third day, they were more courageous. It was also not uncommon to see participants competing to raise their hands to be asked to come forward to the front of the class, even though they were not asked to come forward. This reinforces that this training is very popular with the participants. In addition to being in demand, this training is certainly very useful for them.

The condition has improved from the participant's performance on the third day, and the words they conveyed have been increasingly well organized. However, they are still far from perfect, but at least their enthusiasm and courage can perfect these shortcomings. The participants have become more fluent in composing the words they want to convey in public; their lack of self-confidence has been eroded and replaced with self-confidence and strong motivation from themselves to be able to practice the public speaking material well. They are increasingly convinced that good public speaking skills will be useful for them in the future.

This aligns with the results of an interview conducted with Ibrahim; one of the training participants said that good public speaking skills will be useful for his future. Previously, he did not see public speaking material as good learning material. The same thing happened to Lutfi Nabil Rahmat, one of the trainees. At the beginning of the training, he did not dare to perform in front of the class because he was shy and unconfident. Nevertheless, over time, he gained the confidence to perform in front of the class.

After the completion of Day 3, Day 4 was the last training day. On the fourth day, no additional material was presented, but only the consolidation of the previous material and increasing practice in front of the class. One by one, participants were asked to perform in front of the class in turn.

Material consolidation includes re-explaining the previous day's materials with language that is structured in such a way that can be understood more easily by the participants. This material reinforcement is done so the participants can easily remember what has been conveyed. As the saying goes, a machete is sharp because it is sharpened, ala can because it is common, or another saying also says that it is smooth to study because it is repeated.

Regarding more practice on the fourth day, it aims further to hone the participants' talent and public speaking skills to be better. Maximum time was given for the participants to hone their skills in public speaking. These efforts yielded significant results. The participants are getting better, both in terms of their confidence and their ability to speak in public/class.

On the sidelines of the 4th-day meeting, an assessment of the participant's abilities was also carried out, and appreciation was given to participants who were good in their public speaking skills during this training activity. At the end of the fourth-day meeting, a closing ceremony signalled that the training had been completed.

kind of training, and no one has offered them such training. Therefore, they were very happy to receive this kind of training because of the many experiences they gained after attending the training. The experience of meeting good and experienced presenters, the experience of learning together with their friends in the same class about public speaking material, and the experience of practising public speaking, which was previously a frightening spectre for them.

If we look at the total number of participants, 90% of them have shown good results at the end of this training; they are confident, speak more fluently, and can develop ideas in public. Some participants said that the training time was very short, and they hoped that there would be a continuation of such training so that they could further hone their public speaking skills more optimally and steadily. However, due to time constraints, this could not be done, but it was noted as a positive input to be discussed in rescheduling as desired by the youth participants.

The participants' enthusiasm should also be appreciated because it shows they have a good spirit in self-development. After all, not all teenagers are willing to participate when invited to participate in programs such as this training. They prefer to spend their time playing with their friends, playing games that are negligent and not useful at all. However, the teenagers of Koto Perambahan Village, Kampar Regency, were remarkable in that they could refrain from the momentary pleasures they could have had to participate in the 4-day training. May Allah reward their efforts with the best rewards.

Then, as a suggestion in this activity, hopefully, this suggestion can be a positive contributor to the development of adolescents in Koto Perambahan Village, Kampar Regency in particular, and for all people in general. Especially for the government of Koto Perambahan Village and also residents to continue the Public Speaking program consistently for the sake of the progress of the nation's children in communicating well and correctly, and for researchers who will develop this paper can look for methods or strategies for Public Speaking training in Koto Perambahan Village in the future.

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