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**The Effectiveness of Public Speaking Training  
in Improving Youths and Adolescents' Self-Confidence  
at GPDI Bethlehem, Sungai Rengas**

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**Abstract**

*The ability to speak in public is known as public speaking. Public speaking can take many forms, including speeches, lectures, and presentations, as well as becoming a master of ceremony (MC) or event guide. Becoming a master of ceremony (MC) or an event guide is not easy; it takes a lot of practice and experience to perform well. This is because the ability to host a show is a soft skill that can be developed through continuous training and development. Many difficulties are encountered during its implementation, ranging from nervousness, fear, tension, and so on. The research method used is descriptive qualitative research, where data is obtained by distributing questionnaires, so that the results obtained from this researcher are in the form of a series of questionnaire results that have been distributed to respondents, with 33 respondents. The purpose of this study is to describe the difficulties of youths and teenagers in public speaking, and to analyze the effect of public speaking training on the self-confidence of youths and teenagers among the congregation at Gereja Pantekosta di Indonesia (GPDI) Bethlehem, Sungai Rengas. The result of this research shows that youths and teenagers feel happy and highly motivated to practice their public speaking skills. Thus, public speaking training has an effective effect on increasing the self-confidence of youths and teenagers in public.*

**Keywords:** *self-confidence, public speaking training, youths and teenagers.*

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**INTRODUCTION**

Language is a medium of communication with other people that covers all ways to communicate, where thoughts and feelings are expressed in the form of symbols or symbols to express a meaning, such as using spoken, written, signs, numbers, paintings, and facial expressions. Language as communication tools allow two individuals to express more ideas, meanings, feelings, and experiences.

The inability to communicate can cause a person to be insecure when he appears in public. For those who have a fear of speaking in public, there will be a sense of panic that is very disturbing to the mind. Just before starting to speak in public, an unprepared body will begin to show the first signs of a panic reaction due to pressure to appear. His heart rate becomes faster, and his palms begin to sweat, when he stood his head felt dizzy and his legs trembled. One of the causes of this happening is due to lack of knowledge about speech, practice, and getting used to speaking in public (Hasyim & Irwan, 2014).

Self-confidence is one important aspect of personality in human life. This is because self-confidence allows a person to realize all of his or her potentials. Individuals with high self-esteem believe in their own abilities and have realistic expectations (Sarastika, 2014). According to Iswidharmanjaya and Enterprise (2014), a person with high self-confidence has a strong grip, is able to develop motivation, is able to learn and work hard for advancement, and is confident in the role he plays. A confident person can recognize, understand, and believe in their abilities and is less susceptible to the influence of others, but on the contrary, a lack of self-confidence hinders the

development of self-confidence and makes him pessimistic. Faced with challenges, afraid to convey ideas, hesitate, do not make decisions, and often compare themselves to others (Sarastika, 2014). With confidence, one can realize all the possibilities. Confident people are confident in their abilities and have realistic expectations (Sarastika, 2014). Iswidharmanjaya and Enterprise (2014) state that a confident person has a strong grip, is motivated, can learn for progress, can work hard, and is confident in the role she plays.

According to Rakhmat (2009), the most determining factor in public speaking is a lack of self-confidence. Someone who lacks self-confidence will avoid giving presentations or public speaking because they are afraid of being mocked or blamed, will be more silent in discussions, and will speak in fragments. The development of self-potential can be hampered by a lack of self-confidence. Low self-confidence caused by fear, worry, and other factors must be overcome. Someone who is afraid to express an opinion must muster the courage to overcome these fears. According to Pratyahara (2016), 75 percent of human life is spent in communication activities, the majority of which are done orally. According to Stewart and Tassie's (2011) research, there are several things that can help reduce students' fear of public speaking, including respecting cultural differences, using class time to practice, and creating a pleasant environment. The issue of student's lack of confidence must be addressed immediately. According to Lauster (2006), self-confidence is not an inherited (innate) trait but can be taught and instilled through education so that certain efforts can be made to form and increase self-confidence.

Confidence is the belief in doing something for yourself as a personal characteristic of your ability, optimism, objective, responsibility, rational, and realistic self-confidence (Ghufron & Risnawita, 2016). Baron and Byrne (2003) explain that self-confidence is an individual's belief in the ability or ability to accomplish a particular task, achieve a goal, or overcome an obstacle. Hakim (2002) argues that self-confidence can be easily defined as a person's belief in all aspects of his interests, which makes him feel that he can achieve various goals in life. Based on some of the expert definitions above, one can conclude that self-confidence is a person's belief in the ability to self-actualize, achieve different goals, and feel the ability to overcome certain obstacles. According to Lauster (2006), there are several aspects of self-confidence: (a) Self-confidence as a person's belief in his ability to achieve desired results, such as mastering a new skill or reaching a goal (Wade, et al., 2014); (b) Optimism as a holistic viewpoint in seeing good things, thinking positively, and easily finding meaning in oneself. Optimistic people believe that failure is only a temporary setback with infinite causes; they also believe that failure occurs due to external factors rather than internal factors (Seligman, 2005); (c) The goal as the person confident in seeing the problem or everything as it should be, not as personal truth or according to himself; (d) Responsibility as a person's willingness to bear the consequences, and; (e) Rational and realistic analysis, to examination a problem, a thing, or an event using thoughts accepted by reason and in accordance with reality.

Training, according to Robinson (Marzuki, 2012), is the process of teaching or providing experience to someone in order to develop behavior (knowledge, skills, attitudes) in order to achieve a goal. Marzuki (2012) defines training as specific teaching with clearly defined objectives that can usually be demonstrated and an assessment of the improvement and improvement of students' abilities. Training can also be defined as the process of assisting others in acquiring skills and knowledge.

As can be seen, the word *public speaking* has two words in English, *public* and *speaking*. Linguistically, Echols and Sadily (Dewi, 2016) define public as general, public, and society in their English-Indonesian dictionary. Speaking means 'talk' or 'talk,' so public speaking can be interpreted as speaking in front of an audience. In communication science, public speaking is defined as a method and art of speaking in front of a general audience that requires fluency in speaking, emotional control, word choice and tone of voice, the ability to control the atmosphere, and mastery of the material to be discussed (Dewi, 2016). According to Sedyaningsih (Tim Indonesiast, 2016), public speaking is the art of speaking in public. It is called an art because speaking requires a strategy.

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This strategy is known as the art of regulating speech in order for interaction and communication to occur effectively and predictably.

Public speaking is the ability of someone to speak in front of a large group of people so that the message is clearly conveyed and the purpose of the conversation is directly obtained (Dunar, 2015). Both relationships are that while on duty as a worship leader, the person must appear to speak in public, with the congregation present, to convey the message in an understandable manner, that is things said by a worship leader in order for the message to be conveyed to be easily understood. The messages conveyed in this case must be related to strengthening the congregation's faith, which is present in worship. The worship leader has a significant influence in worship because they are the church's second most prominent minister after the Preacher who is responsible for delivering the sermon (Kraeter, 1993). One of the influences given by a worship leader can be seen when leading the whole system of worship and greetings for the congregation which follows worship. So, when serving as a church leader, it is necessary to pay attention to technical matters concerning the method nature of worship. Technical matters that worship leaders should notice in churches have a close relationship with techniques in the world of public speaking.

The steps for transferring knowledge of public speaking to follow the stages of a conversation plan presented by Tarigan (2008 in Nugrahani et al., 2012) are as follows:

1. Choosing an interesting topic of conversation. In this case, the researcher provides basic material that leads to the understanding of youth to choose interesting topics of conversation, both according to themselves and society in general. This basic material is an introduction to public speaking which includes the nature of speaking skills, the nature of public speaking, and simple techniques for designing public speaking;
2. Limiting the subject matter. At this stage, youth are directed to narrow the topic to be delivered. The researcher emphasizes that the true and interesting topic is a narrow and deep topic;
3. Materials. This stage emphasizes the effort to find references related to the topic that will be conveyed to the audience. The materials needed can be accessed from various sources, such as news, other people's information, and personal experiences. These materials are to strengthen data about what is conveyed to the audience. For the most part, teenagers prefer personal experiences and news in newspapers as reference material;
4. Compiling materials. At this stage, adolescents are directed to develop the designs that have been prepared. This section includes: (a) title; (b) content; and (c) conclusion;
5. Appearing confidently. This stage is the peak stage in public speaking activities. At this stage, teenagers are asked to appear individually to convey the message that has been prepared to the audience. Participants were enthusiastic to appear speaking. When someone appears, participants who haven't had their turn yet become audience members who support the event.

The more specific issues concerning public speaking skills are the difficulty of developing confidence to speak in public, the difficulty of conveying ideas or information when speaking in public, and the difficulty of persuading in public. People not mastering in public speaking skills will be unable to persuade. When speakers fail to persuade, they lose their credibility (West & Turner, 2007). Thus, it is clear that public speaking is an extremely valuable tool for persuasion. Concerning these issues, the solutions provided by this community service activity are to provide an understanding of the fundamental concepts of practical public speaking, training in public speaking skills, and persuasive communication skills.

Public speaking at least concerns with the elements in the one-way communication process, namely understanding the source. The source is a communicator or message sender in public speaking. After the source, there is a message or kind of message that will be conveyed by the communicator. According to Haryatmoko (2007), the message has at least two dimensions, such as content, and method. The content dimension relates to the content of the message, while the method relates to how to convey the intent and purpose contained in the message content. The following element is the channel or channels used in the communication process. The forms of communication channels are face-to-face, using communication technology, and even computer technology or

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computer-mediated communication. Then the receiver or recipient of the message refers as the communicant in the communication process. The other part is the effect of the communication process. There are at least three effects (Effendy, Onong Uchjana, 2007), namely cognitive, affective, and conative. The cognitive effect is an aspect of knowledge, affective is an attitude, and conative is an action. In public speaking, it is also necessary to consider verbal and nonverbal language. According to Mulyana (2014), verbal language is all types of symbols that use words. Verbal language is the main instrument for communicators to be able to convey what they think, feel and mean what is conveyed. While nonverbal language is a sign that is not in the form of words. In communication, verbal and nonverbal languages support each other in interpreting the overall meaning of the communication experience

According to the previous researchers, Arifasani Rizky Fauziah and Tunggul Haryanto Nur Utomo said that someone who wants to become a public speaker should consider these strategies (Sediyarningsih in the IndonesiAx Team, 2016):

1. Solid planning. Avoid being nervous by thoroughly researching the topic to be presented. Nothing is more terrifying than talking about something you don't understand.
2. Exercise. A new speaker frequently allows nervousness, causing interference with the material to be delivered, such as forgetting something or having their voice vibrate due to nervousness. Speakers must practice in order to find the best way for them to become skilled at public speaking.
3. Recognize the audience. A speaker must first determine who will be in the audience. The more complete the information obtained by the speaker, the better he will understand the audience's needs or expectations.
4. Be aware of your body language. In this case, the speaker must consider body language. Nonverbal body movements that can convey messages to others are referred to as body language. Body language can have an impact on the message that the speaker wishes to convey to the audience.
5. Be optimistic as one of the keys to success is visualization. It will assist the speaker in relaxing and feeling at ease in order to deliver interesting material.
6. Evaluation that determines how effective it is to deliver material to the audience. The delivery of the material too quickly, the eyes not fixed on the audience, and the volume of the voice are all factors that can affect the audience's understanding of the material. There are several ways to evaluate the material presented in relation to what was done during the exercise, including soliciting feedback from the audience, soliciting advice from friends, and documenting activities while speaking.

Based on the above explanation, the current study sought to empirically test the effect of public speaking training on student self-confidence. This study's hypothesis was that public speaking training is beneficial.

## **METHODOLOGY**

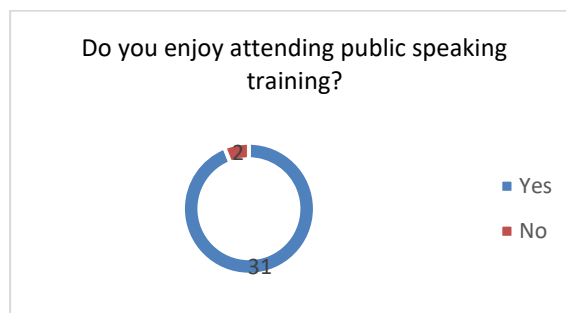
This research is a qualitative descriptive study. Seliger & Shohamy (1997) explained that qualitative descriptive research uses a series of ways to specify and describe the data findings that occur in the field without giving experimental treatment. This means that qualitative descriptive research will only describe and explain what actually happened in the field. The subjects involved in this study were 38 Youth and Teenagers in Gereja Pantekosta di Indonesia (GPdI) Bethlehem Sungai Rengas. The instruments used for data collection in this research are the questionnaires, interview guidelines, and observation sheets form. As proposed by Nazir (2005), data collection is a systematic and standard procedure to obtain the necessary data. The use of research data in this study is carried out by using a non-examinatublic speaking

**FINDINGS AND DISCUSSION**

There are 37 totals of youth and teenagers of GPdI Bethlehem Sungai Rengas. From the total, only 33 participants give the response to the questionnaires that the researcher prepared. The study hypothesis is a temporary solution to a research problem whose validity has yet to be empirically tested. The hypothesis in this study is that public speaking training could boost the youths and teenagers' self-confidence, and has a big effect as seen below:

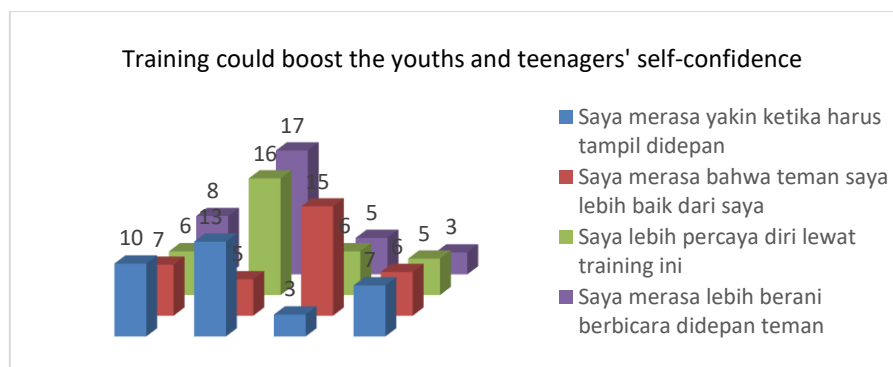
**1. The effectiveness of training public speaking**

The first questionnaire to the respondents is about the effectiveness of the training that the researcher conducted as the question if they enjoy attending the training. The question is answered by 33 participants, with the results that can be seen in the picture below:



**Figure 1. The result of effective training in public speaking**

From figure 1 above, it can be seen that 31 youths and teenagers in Gereja Pantekosta di Indonesia GPdI Bethlehem gave their responses that they were happy and enjoyed when they participated in the public speaking training, but on the other hand there were 2 other respondents who were not happy to participate in the training. After some interviews with these respondents, it was because they are not interested in speaking, they just like sitting in front of the computer and doing more things such as playing games and searching. This shows that youth and teenagers at Gereja Pantekosta di Indonesia (GPdI) Bethlehem Sungai Rengas have been motivated from the start joining in this public speaking training. It means that the training conducted has a big effect on the youth and teenagers in the field of congregation GPdI Bethlehem Sungai Rengas.

**2. The increasing of self-confidence**

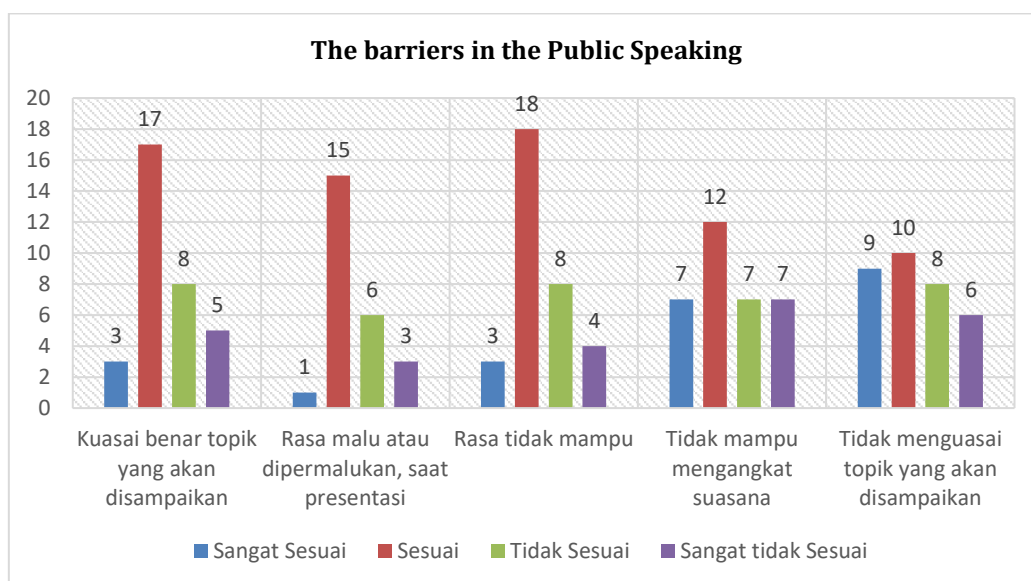
**Figure 2. Training boosts the youths and teenagers' self confidence**

The chart of figure 2 above can be seen that the Public Speaking Training showed a very significant increase in self-confidence. This Public Speaking training may prepare the youths and teenagers to face challenges when carrying out expertise program materials or

participating in such activities. 28 (85%) respondents feel confident when appearing to speak in front of others, 21 (64 %) respondents disagree that their friends are better than them, 22 (66 %) respondents have self-confidence after training and 25 (75%) respondents dare to speak in front of their friends after joining the training

### 3. The obstacle in public speaking

In figure 3, 33 youth and teenagers answered that they felt motivated and trained themselves to be confident in their skills in public speaking. That is the reason why they are happy to participate in this public speaking training. From the finding, there are participants who are already talented in public speaking and used to being presenters or the other like the master of ceremony, et cetera. However, there were also many participants who had never spoken in public. It seen more of the participants feel embarrassed and humiliated; unable to manage the situation; and not master the topic. For this reason, this public speaking training aims to be a means of training participants' skills in public speaking. The youths and teenagers really enjoy participating in speaking training, as has been described in questionnaires 1 and 2. However, that does not mean they do not have difficulties. The results of question 3 can be seen in figure 3 below: difficulties. The results of the question 3 can be seen in the figure 3 below:



**Figure 3. The obstacle in public speaking**

In figure 2, the youth and teenagers expressed the benefits of joining the Public Speaking Training, which included understanding how to speak in public, dealing with nervousness, increasing self-confidence, and not being shy when speaking in public. These were consistent with Lauster's (2006) assertion that self-confidence is not an inherited (innate) trait, but can be taught and instilled through training or education so that specific efforts can be made to build and increase self-confidence. As the solutions to overcome feelings of fear and self-confidence, as mentioned by Fitriana Utami Dewi's (2013), public speaking is the key to successful public speaking on theory and practice, such select fand determine the topic to be conveyed, concern and analyze the audience that will be faced, find sources of research (scientific) related to the choice of topic, formulate the main points and proportions of the desired display, support the idea in your main proportion, organize your speech material, choose the right keywords in the speech, make an introduction, conclusion, and transition of speech precisely and interesting, train, and deliver a speech.

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**CONCLUSION**

Based on the findings, it is possible to conclude that Public Speaking Training has a very significant effect on increasing the self-confidence of youths and teenagers at Gereja Pantekosta di Indonesia (Gpdl) Bethlehem Sungai Rengas. Public speaking is something that is needed, especially for people who want themselves to be more developed and more advanced in a public speaking field. It is also one of the paths to someone's success in the future. However, fear and insecurity can derail one's efforts to succeed in public speaking. Excessive fear can ruin a well-done preparation. For that, after knowing why we feel afraid and not confident, we can overcome these problems as well as possible as described in chapter IV or the discussion chapter above.

Participants who join public speaking training had increased their self-confidence, so the church should provide public speaking training to increase the congregation's confidence. Researchers who want to use this training should test it on other subjects with more specific criteria. Public Speaking Training can be provided over a longer period of time and with follow-up to see changes in self-confidence behavior after training in order to strengthen research results.

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