

PUBLIC SPEAKING TRAINING IN AN ENGLISH COMMUNITY PILOT PROGRAM IN METRO CITY, LAMPUNG

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Abstract: Everyone who is capable and able to communicate, however, is not necessarily skilled at speaking in public. This limitation occasionally leads to communication misunderstandings. The IAIN Metro Community Service Team studied the English Training and Gathering (Estage) Language Education Institute, which implements the English system in a Metro City - Lampung area as a forum for improving the speaking skills and quality of members from elementary to advanced classes, supported by gathering activities that encourage students to dare to speak in public. The service training activities were given to help students at the English Village Estage understanding the elements and processes of public speaking. Participant skills in public speaking, such as the ability to think on the go, develop vocals to have a microphonic voice, and get used to speaking without primarily relying on text, some participants were found need ongoing preparation and adaptation to public speaking. The main ways of becoming prepared for public speaking were to help the participants develop courage and self-confidence, as well as to increase their knowledge and comprehension by continually practicing.

Keywords: english; estage; community service; public speaking

Abstrak: Setiap orang yang mampu berkomunikasi, belum tentu terampil berbicara di depan umum. Keterbatasan ini terkadang menimbulkan kesalahpahaman komunikasi. Tim Pengabdian Masyarakat IAIN Metro mempelajari Lembaga Pendidikan English Training and Gathering (Estage) yang menerapkan sistem Bahasa Inggris di wilayah Kota Metro – Lampung sebagai wadah peningkatan keterampilan berbicara dan kualitas anggota dari kelas dasar hingga lanjutan, didukung dengan kegiatan silaturahmi yang mendorong mahasiswa untuk berani berbicara di depan umum. Kegiatan pelatihan pengabdian diberikan untuk membantu mahasiswa di English Village Estage memahami unsur dan proses berbicara di depan umum. Keterampilan peserta dalam berbicara di depan umum, seperti kemampuan berpikir saat bepercian, mengembangkan vokal agar memiliki suara mikrofonik, dan membiasakan berbicara tanpa terlalu bergantung pada teks, menurut beberapa peserta memerlukan persiapan dan adaptasi berkelanjutan dalam berbicara di depan umum. Cara utama mempersiapkan diri untuk berbicara di depan umum adalah membantu peserta mengembangkan keberanian dan kepercayaan diri, serta meningkatkan pengetahuan dan pemahaman dengan terus berlatih.

Kata kunci: bahasa inggris; estage; pengabdian masyarakat; public speaking

INTRODUCTION

The presence of extracurricular English in college and secondary schools, particularly in Indonesia, has met many expectations about international language consciousness and skills. This is because classroom hours or English lectures in high and middle schools are still very restricted and do not give students with opportunity to practice speaking. It is still needed to broaden the use of English as the results of the study indicated that the use of English has not been applied properly and precisely (Setyowati et al., 2020; Siregar, 2022). The environment is one of the factors that contributes to and determines the effectiveness of a language learning process (Nugroho et al., 2020). To meet these demands, Estage is one of the clubs that accommodates young people who want to improve their spoken English skills. English Training and Gathering (Estage) can serve as a platform for learning English with an emphasis on active speaking using the English system in an area located in Metro City - Lampung.

The Estage learning method is designed to improve the speaking skills and quality of members from elementary to advanced classes, with gathering activities that demonstrate students' courage to speak in public. Estage is dedicated to graduating students who have received a community-based education: everything students hear, see, feel, do, and experience is designed to help them meet national education goals. Estage students are expected to be dependable and confident public speakers. Human culture has essentially studied the importance of public speaking for generations. Rhetoric was used in public speaking activities in Ancient Greece and Rome (Burhanudin & Syathori, 2019). However, in reality,

only a few fields of education, such as communication science, political science, religious preachers focus on making public speaking as an area that must be studied. The influence of using public speaking techniques is highly broad. Instructors who have good speaking skills will certainly be considered to have advantages, superiority or expertise in any field (Ibda, 2019).

The objective of this English public speaking assistance is to develop the knowledge and self-confidence of students in Estage who are capable, fascinating, stimulating, and easy to comprehend. Thus, this is the character we aim to foster during mentoring activities so that the tutors' learning may take place successfully and interestingly in society. Based on the analysis and survey results, the following issues have been identified: (1) Estage program students struggle to fully understand the importance of public speaking; (2) Estage program students have not yet mastered public speaking techniques. 3) Estage students have not yet exercised speaking skills in regular situations. 4) Estage students still have anxiety and mental obstructions, consequently they lack self-confidence. The objective of lecturer service training activities is to leverage on the public speaking mentoring study program in the English Village pilot by using the potential of English-speaking teenagers in Metro City. It is anticipated that by participating in this mentorship program, students would gain self-confidence and improve their public speaking abilities.

METHOD

The ABCD (Asset-Based Community Development) approach is used in public speaking assistance activities,

which is a community service paradigm (García, 2020). The ABCD approach's guiding premise is that everything leads to the context of understanding and internalizing assets, their potential, strengths, and independent and optimal use. For five weeks, public speaking help service research activities were conducted at the Estage Community in East Metro. This training exercise had 15 participants conducted from June 13th to July 23rd 2023.

This service activity is carried out by offering information on public speaking techniques that improve young people's self-confidence and allowing them to practice speaking English in public. Thus, an exciting language environment can develop in the Metro city, which will eventually serve as a provision for students to enter the world of employment and social life. The service team subsequently conducted a field survey of 15 individuals from various Metro City schools to assess the prospective English language skills of the Estage community.

DISCUSSION

Before moving on to the implementation stage, related partners are contacted. This service activity is carried out by offering details about public speaking techniques that improve young people's self-confidence and allowing them to practice speaking English in public.

The first meeting

The service team provided material on mastering public speaking techniques at the first meeting, with the objective of Estage students knowing the steps and components that must be learned in public speaking. The following is the materials presented:

Seven Basic Public Speaking Techniques

This Public Speaking community service activity uses educational discourse features developed by Basil Bernstein. Bernstein defines educational discourse as "class, code, and control." However, throughout this service activity, the service team developed the ABCD (Asset-Based Community Development) method (García, 2020).

Public speaking is having the ability to speak in front of a large group of people while passing on messages that the audience will comprehend and trust. If we have excellent public speaking skills, we will be able to persuade others to accept and adopt our ideas, which will result in collective transformation. The following are essential public speaking techniques for beginners, covering the most crucial aspects of public speaking.

Overcoming nervousness Public Speaking

Basically, feeling nervous stems from two factors: not being used to speaking in public and not mastering the content. Students who are practicing should be reminded to practice more in order to become accustomed to it. Participants are recommended to expand their reading and data in order to learn about the subject. Because participants will not be scared if you are used to speaking and mastering the content. However, even people who are familiar to and master the content might have nervousness. For example, the presence of an audience can make the speaker nervous when he is a well-known or admired person. Thus, the simplest way to overcome this is to continually take deep breaths and advise yourself that "I am completely ready to perform because I have carefully prepared". Consequently, students should

feel relaxed, not nervous (stretching and breathing

Breathing techniques for Public Speaking

Diaphragmatic breathing is advised for public speaking activities. This breathing is deeper and lasts longer. The resultant sound is deeper, more powerful, and more enjoyable to listen to. Besides, one should be aware of the length and shortness that come with each breath. The minimal length of breath for a public speaker is 18 seconds without interruption.

A public speaker's breath is a valuable asset. Good breathing can help in producing of high-quality sound. To be able to speak in public, one must attempt not to overdo it in order to avoid shortness of breath or to be able to do so. Thus, we can teach ourselves to breathe deeply while also managing and controlling it. The procedure itself is to repeatedly blow out a lit candle from a distance of one meter, at least ten times, then inhale as deeply as possible through the nose, then exhale slowly through our lips while hissing.

Vocal techniques for Public Speaking

Clarity is another key aspect of voice technique. Articulation is a pleasant and straightforward way of communicating word for word. Word pronunciation is linked to articulation. Articulation refers to the clarity of pronunciation letter by letter, word by word, and phrase by sentence. This requires vocal training, such as yelling A I U E O along with other such words. Accentuation is the positioning of the emphasis on a syllable or word; prioritization; emphasis; or emphasis. Accentuation is placing emphasis (stressing) on picked words that are deemed essential in vocal technique or when speaking. Public speakers must

be skilled at selecting and stressing words or sentences that are the center or major point of attention in order for the audience to pay attention. Using a diaphragm or stomach voice to produce a powerful, clear, and loud voice without requiring shouting.

Public Speaking Preparation

Confidence is essential in public speaking as it affects both the success and fluency of the speaker. Several instances show that in order to feel safe while speaking in public, public speakers strive to memorize the main points of the material as well as items relevant to the event schedule that will be provided in advance. However, it turns out that simply remembering is insufficient to alleviate nervousness while speaking in front of a group/audience.

Paying attention to appearance/performance, both outwardly as well as your inwardly look, is one of many variables that may reduce anxiety and increase self-confidence. Thus, it is critical to teach students how to overcome stage fright and increase their self-confidence before speaking in public. Thus, all things that might interfere with focus when speaking can be reduced. Several factors must be addressed when preparing to speak in public to increase self-confidence among others 1) Performance preparation (make-up, clothes, and accessories); 2) Preparedness for first impressions (walking, introduction, facial expression); 3) Readiness and mastery of public speaking instruments and media (mic, sound, LCD, screen); 4) Audience mastery (recognition of the surroundings, identification of the audience, identification of related parties).

Techniques for Opening Public Speaking

Making an Outline for a Speech

The second important step after viewing various types of speeches is to build an outline. The outline includes a detailed explanation of the speech's substance. The following sections are included in the speech outline:

a) Introduction

The opening contains opening greetings. This introduction encouraged strives to introduce the main subject of discussion and to mentally prepare the listener. The introduction of a speech is crucial and plays a function for the speaker since it gives the audience their initial impression. There are various methods for a speaker to begin his speech: 1) introducing himself; 2) beginning the talk with humor; and 3) commencing the speech with a broad topic.

b) The main content of the speech should be as concise and easy to understand as possible.

Always strive to focus on the people we selected as friends. The theme of the speech begins by first outlining the context of the situation. The topic of discussion is expressed in a way that clearly connects to the audience's interests. Inform them what we are going to say, and then tell them what we said. To include all relevant messages, we need to use brief sentences, use several repeats (but not too many) and then we surprise and unplanned actions will draw attention. To soften the message, we need to use humor. In addition, we need also to assume all listeners are as knowledgeable as we are and then avoid anything that raises questions.

Public Speaking Material Sharing

The basic objective of a speech is to be understood, and the additional objective is to educate the audience something new or to persuade or convince them. According to communication plays a vi-

tal role because: 1. Speech is a power 2. The main purpose of speaking is to ensure that others comprehend what we say. 3. Another objective of a speech is to persuade, teach, share, motivate action, etc.

An outstanding speech contains segments that are referred to by the terms listed below.;

1. **Exordium or head:** The opening or introduction of a speech is the exordium. The goal of this introduction is to draw or stimulate attention. Expressing hello, saying greetings, paying respects, expressing praise and gratitude to God Almighty, and expressing gratitude for the invitation/trust are all things that are done. Orators should remember that unless they are late, it is advisable not to apologize for any reason.
2. **The prosthesis or back** is the portion of the speech that is dedicated to giving a background to the title of the speech that will be presented (with data, facts, visuals, photos, videos, etc.). Background can also begin with quotes, stories, questions, or comments (Nofrion, 2018). In this part, participants must be able to explain the relationship and advantages of the speech's material to the audience. In essence, this section contains an introduction to the title, heading, and benefits.
3. **Argumenta or stomach.** The prosthesis and argumentation sections are the core components of a speech. The orator advances premises or arguments in this part to help the listener understand. In this part, the speaker must additionally encourage the audience to think about and examine the material provided in order to persuade them of the message being delivered.

Techniques for Closing Public Speaking

Closing the explanation in public speaking refers to Dale who suggested that before preparing a speech, at least three elements must be considered: 1. Who delivered it. 2. How to communicate it. 3. What he said. The conclusion is the final or finishing element of the speech in public speaking techniques. In this area, you must use phrases that are short, succinct, and easy to understand. In this part, do not divulge any new information or data. This part should have a conclusion/ending, an appeal or invitation, and a closing phrase.

Second Meeting

The second meeting provided Estage students confidence in public speaking; in this instance, students practiced speaking by sharing their experiences and hobbies. Material According to Hambly (1992), self-confidence is defined as believing in oneself so that one can manage any situation calmly. Increasing self-confidence in presentations, public speaking, and other public speaking sessions such as making speeches, remarks, or lectures is a time-consuming process that anybody, including us as students, may accomplish. Speaking in public or giving a public speech can leave individuals nervous. This occurs not only to those of us who are making our first appearance, but it also affects those who are used to giving presentations or public speaking to some level. The good thing is that we may improve our confidence. Everything relates to our mental attitude when presenting presentations or other forms of public speaking.

The Intended Outcomes

Apart from service reports and scholarly articles that are ready for publication, the results of this public

speaking assistance service activity are expected to be followed up with an MoU on partnership with the pioneering English communities in Metro City.

Supporting and Inhibiting Factors

The public speaking service activity for the Estage community conducted effectively, and the supporting reasons for the program's successful implementation were:

- a. The participants' enthusiasm for taking part in public speaking mentorship activities is the major aspect contributing to the activities' successful completion.
- b. The Estage community management's support for public speaking assistance also contributes to the activity's success.
- c. The potential of young people to speak in English additionally contributes to the achievement of the activity's objectives.

In addition to supporting factors, there are also inhibiting factors, such as: a) the time for implementing the service is still limited, so the output produced is less than optimal; b) the need for cooperation among Estage students to consistently practice independently regarding public speaking or speaking English; and c). The public speaking program at the Estage institution is still held once every 1 or 2 weeks, thus it would be preferable if public speaking could be carried out twice a week to train students' self-confidence; d). There is a need for an expression or vocabulary pocket book to help with speaking; e) there is a need to establish harmony among local communities and young people in order to create an English village environment.

Public Speaking Training Implications for the Estage Community Participants

Public speaking activities help English students at Estage Community in East Metro, especially in terms of self-control when speaking in public, such as concentration, blocking out negative stimuli from the audience, managing feelings of anxiety, panic, and fear, and responding calmly to questions and unplanned distractions. It was found that public speaking activities can increase the participants' skills when speaking in public, such as being able to think spontaneously, improve vocals so that they have a microphonic voice, and become accustomed to speaking without relying heavily on text.

Providing humor and lightening the mood when speaking in public is difficult; some participants looked like they needed to become accustomed to it and practice it on a regular basis. Some participants disagreed that public speaking activities improved their ability to express warmth (a sense of humor and the ability to lighten the mood). However, this is less than 50%, thus those who agree dominate more and show that public speaking activities are helpful in improving this.

Previous studies examining public speaking training and found that various materials included features of strength. The first item is preparatory, such as offering information on what should be prepared when delivering a public speech. The primary preparation is how to develop courage and self-confidence, how to broaden knowledge and insight, and how to continue practicing (Nadiah, 2019). The participants are supposed to be able to manage themselves in order to have the courage and confidence to appear in public and influence others. The second material covers the Master of Ceremonies (MC), speeches, and presentations. These three materials are about the same thing:

individual public appearances. In these three items, the strength factor emerges when participants must prepare themselves before appearing, including preparing to be a presenter, give a speech, and make a presentation.

Voice expression is the third material/aspect on the study's list of components that improve self-esteem. The voice expression relates how participants process and adjust the nature of their own voice. The materials used in public speaking training cause large changes between individuals before and after they receive the training. Individual training provides desired abilities or skills through verbal persuasion as initiated by our team. This ability or skill has a direct impact on an individual's level of self-esteem because those who believe they have the strength and competence to achieve their goals, such as speaking in public, which increases their self-esteem.

CONCLUSION

The objective of the IAIN Metro lecturer doing the service training activities is to help the Estage students understand the steps and components of public speaking. Public speaking activities can increase the participants' skills when speaking in public, such as being able to think spontaneously, improve vocals so that they have a microphonic voice, and become accustomed to speaking without relying heavily on text. Some participants seemed to need to become used to public speaking and practice it on a consistent basis. The major preparation for public speaking was how to instill courage and self-confidence in the participants, as well as how to widen their knowledge and understanding and continue to practice.

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