

# The Practice of Public Speaking with the Experiential Learning to Improve Self-Efficacy in Students of Islamic Boarding High School

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## Abstract

The industrial era 4.0 requires students to adapt well to have confidence in their own abilities, to have courage to come up in public, to convey ideas and to use technology for the sake of their welfare. This research aims at studying the application of students' public speaking skills with the experiential learning method. There were 20 students participating in a training on public speaking at the Boarding School in East Java, for 6 months. In the public speaking practice, a student did it directly while the others observed the student doing the speech. There were four steps in the experiential learning method used this research: practice, reflection, improvement and follow-up. This research uses the qualitative method. The data were collected through observations and documentation. The results of the observations are supported by the students' progress journals for those 6 months. The results of the public speaking through the experiential learning method indicate increased self-efficacy of the students, which further improves their abilities, performance and attitudes. The implication of this finding is that the experiential learning method can be used to improve students' self-efficacy. Furthermore, students need to practice in front of their peers to eventually discover and recognize their own speaking style and attitude in public.

**Keywords:** public speaking; self-efficacy; experiential learning

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## INTRODUCTION

Students typically have problems in expressing their ideas effectively. They are usually passive and quiet, not having the ability to express themselves. This fact was observable in the students of boarding high school. It was difficult and daunting for them to speak up in public. In every speech practice, out of five students there was only one who could really deliver the speech for fifteen minutes. The others could only speak for about five minutes. The students' inability was usually caused by lack of preparation and practice. However, the challenge of industrial era 4.0 requires the abilities to communicate and adapt swiftly to the ever-changing environment. High school students actually have the potential and creative ideas, yet they are lacking the abilities to express them in public. The way to express ideas needs speaking skills which are clear, cohesive, fluent and polite. There are only a handful of students who have the courage to speak up in public, while most of them are shy, timid, quiet and passive. These passive students typically do not have their own ideas, easily go with the flow of others. They incline to agree with others' opinions and arguments. They are afraid of expressing their own ideas, tend to kill their own creative ideas, and are sometimes being illogical. Words and rational sentences do not come easily for them. These students having difficulties in speaking and giving opinions need to practice speaking in public. They need to learn how to think logically, to make decisions swiftly, and to have confidence to influence other people (Bandura, 1997; Pajares, 2002b).

Creative and innovative students tend to have more ideas and opinions. They are usually bright and constructive, and they can express them quite easily and clearly. This can lead to independence personality. Modern students use Internet-based technology such as smart phones. This conceptual framework that investigates the moderating impacts of innovation on self-efficacy, extrinsic and intrinsic rewards on employees' online knowledge sharing behavior in public and private sector companies (Nguyen & Malik, 2020). They can use this to communicate through social media, to study, to find and prepare materials for public speaking in Google, for instance. Ronny H Mustamu (2012) explains that the speech skills involve four aspects: science, art, soul and skill. The combination of these four aspects reflects the personal and interpersonal abilities within individual talent. The self-belief in doing tasks well is called self-efficacy (Bandura & Locke, 2003). Students with low self-efficacy usually have excessive anxiety, so that the lower their self-efficacy, they more they will feel anxious (Utami & Nurjati, 2017).

*Self-efficacy* in communication is the sense of accomplishment students have when communicating in public, while Internet self-efficacy is their confidence in using the Internet (Demir & Yurdugul, 2014; Paradedwari, 2017). For Islamic boarding school students, they need this public speaking skill to be able to preach in public successfully and to have confidence to pass on the religious lessons and messages for the sake of their religion. The decrease in positive characters in life has been reflected in the failures of students in doing their tasks of developing personal and social life. Their emotion is characteristically unstable and tends to be impulsive. The students seem to be unable to communicate openly with their teachers and parents, which eventually leads to fights at home and school, infringement of regulations and law, and promiscuity. For these reasons, it is imperative to prepare the students with future-oriented visions, and to train them to become skillful in expressing their ideas and to safe-guard the moral of our nation.

*Public speaking skill* is the skill to express ideas and opinions in public. Preachers are speakers who can clearly express their ideas in style and art to influence other people. Speaking skills are parts of study

guidance to have the ability to influence people with different backgrounds (Linder, Nystrom, Hassmen, Andresson, & Carlbring, 2015). The study results in the learning stage after the ability to memorize are the abilities to explain in one's own words and to implement in their daily life. Speaking ability is supported by extensive reading. Children who like reading can get lessons from their reading and they can usually be expressive. Direct practice can get them to get used to express themselves easily. Reflection and discussion can train them to express opinions, and can also reduce their anxiety, hesitation, and fear (Kevin Wombacher, 2019).

The *public speaking* skill which is being trained at high school students with the supervised direct practice method enhances the sense of success in speech. Public speaking improves students' performance in study and memorizing materials, stage control, style, and speech intonation (Casteleyn, 2019). They get the factual experience of performing in front of their peers and the feeling of accomplishment from their successful efforts. The boarding school culture influences the students to have the sense of achievement in learning public speaking (Dickey Johnson, 2010). Drawing on social cognitive theory, we propose that individual creative self- efficacy and team creative efficacy beliefs mediate the relationships between entrepreneurial leadership and individual and team creativity(Cai et al., 2019). This Experiencing success can lead to enhanced confidence in the communication ability, which will take students to successful carriers in the future.

## METHOD

This research used the qualitative approach. The data were obtained through participants observations in combination with scored performance (Laird et al., 2019). The documents consisted of students' self reports written for every practice, notes from the jury fro the public speaking for six months, the scores from the jury, and the reflections from the researchis during the public speaking events. The research subjects were 20 students in the junior and senior high school who lived in the school's boarding house. The choices of the subjects were based on the parallel scores from the representative of each group. The conversion scores from the parallel public speaking performance can be seen in tabel 1.

Table 1. Conversion scores of the parallel public speaking performance

Letter	Number	Interval
A	4	85 < A < 100
A-	3,75	80 < A- < 85
B+	3,5	75 < B + < 80
B	3	70 < B < 75
B-	2,75	65 < B- < 70
C+	2,5	60 < C+ < 65
C	2	55 < C < 60
D	1	40 < D < 55
E	0	0 < E < 40

## RESULTS AND DISCUSSION

### The public speaking practice

The result of the reasearch describes the public speaking practice of the high school students with the experiential learning method for thirteen times of practices in three months (January, February and March). The parallel session was held for the champions from each group to deliver their speech. The result of this parallel practice is shown in tabel 2.

Table 2. The result of the first parallel public speaking performance

No	Names	Assessment Criteria				Total Scores
		Intonation	Content	Pronunciation	Performance	
1	HIT	2	2	2,3	1,3	7,6
2	SIT	2	2	2	1,6	7,6
3	WAH	1,6	2	1	1,3	5,9
4	ULF	1,6	2	2	2	7,6
5	PUT	1,6	2	1,3	1	5,9
6	NURF	2	1,6	1,3	1	5,9
7	UMM	1,6	2	1	1,3	5,9

Tabel 2 shows that the scores from the first parallel session of the seven students' public speaking skills are 7,6 (three students: HID, SIT dan ULF), while these are four students score 5,9 and 4 (WAH, PUT, NURF dan UMM). From the result it can be analyzed that the scores achieved by the students in terms of intonation are average, content average, pronunciation poor and performance very poor.

Table 3. The result of the second parallel public speaking performance

No	Names	Assessment Criteria				Total Scores
		Intonation	Content	Pronunciation	Performance	
1	ALV	2,3	2,3	1,6	1,6	7,8
2	NURF	3	2,3	2,6	2,3	10,2
3	WAR	2,3	2,3	2,3	1,6	8,5
4	FUA	2	1,3	1,3	1,3	5,9

Tabel 3 illustrates that these are only four students joining the public speaking. From them, the score for NURF is 10,2, WAR 8,5, ALV 7,8 and FUA 5,9. In this parallel session, NURF's intonation is good while his content and performance are average. WAR's pronunciation is average.

Table 4. The result of the third parallel public speaking performance

No	Names	Assessment Criteria				Total Scores
		Intonation	Content	Pronunciation	Performance	
1	NURF	2	2	1,6	2	7,6
2	HIT	2,6	3,3	2,6	2,3	10,2
3	WAR	1,6	2	1,6	1,6	6,8
4	NURD	1,3	1,3	1,3	1,6	5,5
5	QOM	1,3	1,3	1,6	1,6	5,8
6	SIT	2,6	3	1,6	2	9,2

Tabel 4 shows that these are six students doing the public speaking practice. From them, HID scores 10,8, SIT scores 9,2, NURF 7,6, WAR 6,8, and QOM scores 5,8. From the result it can be deduced that HID and SIT's intonation are good enough. SIT's content is good, and the pronunciation and performance of them are average.

### Individual Analysis

Individual analysis is needed to illustrate the condition of each research subject in order to compare the results of the parallel public speaking performance they had done. The following is the elaboration of the results of individual analysis:

a. Subject HID

Subject HID's result in the first parallel public speaking performance for each assessment criterion is intonation (2), content (2), pronunciation (2,3), performance (1,3) with the total score of 7,6. This total score is converted to 2,5 (average). The result of the third parallel public speaking performance each criterion scores: intonation (2,6), content (3,3), pronunciation (2,6), performance (2,3) with the total score of 10,8. The total score is converted to 3,6 (very good). Based on these two conversion scores, it can be concluded that there is an improvement from 2,5 to 3,6. This is the result of HID having studied from his previous experience, good preparation of the content knowledge and fairly good intonation. But he is still not diligent enough in joining the public speaking because he only performs twice from the total of three.

b. Subject SIT

Subject SIT's result in the first parallel public speaking performance for each assessment criterion is intonation (2), content (2), pronunciation (2), performance (1,6) with the total score of 7,6. This total score is converted to 2,5 (average). The result of the third parallel public speaking performance each criterion scores: intonation (2,6), content (3), pronunciation (1,6), performance (2) with the total score of 9,2. The total score is converted to 3,0 (good). Based on these two conversion scores, it can be concluded that there is an improvement from 2,5 to 3,0. This is the result of SIT having studied from his previous experience, good preparation of the content knowledge and fairly good intonation. But he is still not diligent enough in joining the public speaking because he only performs twice from the total of three.

c. Subject NURF

Subject NURF's result in the first parallel public speaking performance for each assessment criterion is intonation (2), content (1,6), pronunciation (1,3), performance (1) with the total score of 5,9. This total score is converted to 1,9 (poor). The result of the second parallel public speaking performance each criterion scores: intonation (3), content (2,3), pronunciation (2,6), performance (2,5) with the total score of 10,2. The total score is converted to 3,4 (good). And the result of the third parallel public speaking performance each criterion scores: intonation (2), content (2), pronunciation (1,6), performance (2) with the total score of 7,6. The total score is converted to 2,5 (fairly good). Based on these three conversion scores, it can be concluded that there is a variety of conversion scores of 1,9, 3,4 and 2,5. This is the result of NURF having studied from his previous experience and being diligent in joining the public speaking practice. However, his preparation of the content knowledge is still poor, which influences his scores.

The results from observations and assessment documents and students' self reports illustrate that public speaking practice with the direct practice had given students the experience of achievement. Those who worked hard and made preparation would master of the materials. On the other hand,

the direct practice had also given the experience of failure to those who did not study and performed recklessly. They experienced failure because they were lacking efforts and preparation.

The implications of the findings support Bandura's sources of efficacy which state that the experience of achievement will be able to enhance self-efficacy in public speaking. Subject HID reported that he was successful in doing the public speaking because he kept on practicing every week. He successfully reported the results of student discussion to his friends. He was successful in enhancing his efficacy by way of happily participated in the practice by preparing the materials, memorizing, explaining in his own words, and self-practicing before performing. Ability, effort, attitude are inter-connected to obtain the public speaking skill.

Preaching was the first propaganda model in Islam done by the Prophet Muhammad SAW. Rakhmawati (2014) claims that propaganda is a matter of influencing audience. The ways to propaganda need strategies, one of which is by direct practice. Factual experience for the students to learn speaking in front of public will improve their confidence to propaganda successfully. The students have the responsibility to preach to their community when they go back home from school. The students learn to speak in public at school and at the boarding house. They preach by way of learning to deliver a speech. The speech practice is the activity of delivering religious messages in public.

*Self-efficacy* (the sense of achievement in speaking in public) training is by giving direct practices performing by imitating the model or trainer and counselor. Students with low self-efficacy are usually influenced by the experience of success and failure of previous generations, personal persuasion and physiological condition. (Bandura, 1997; Pajares, 2002a ). That is the reason that the direct practice will give confidence for future success that will be achieved. Giving encouragement by verbal and non-verbal supports will be able to enhance the sense of success. According to Bandura (2012) and Paradewi (2017), the sense of success in public speaking comes from the four sources, namely direct experience, indirect experience, verbal persuasion and physiological statement. The direct experience which is felt by oneself through practicing success will be an asset to enhance self-efficacy. Students who have many opportunities to practice successfully will have greater confidence in public speaking skill. They will show courage, have greater success hopes, practice diligently, work hard to perform as well as expectation.

Experience is not directly obtained from direct observation of their peers' performance in the speech practice. Students identify the champions who are worth imitating and mimicking their ways of speaking in public, having good attitudes and the styles to attract the audience so that communication messages can be understood. Verbal persuasion is supports in words given by the teachers and their peers to encourage them to go forward and perform in public. These supports in words can be like "come on, you can do it", "go for it", and "good luck". These words can give extra motivation. The sources that influence the sense of success are physical calmness, clothes preparation, tidy appearance which will support confidence to perform successfully.

The practice of writing summary is given by way of the trainer guiding the students to learn writing what is being said by the speakers, then the counselor evaluates the piece of writing produced from the book of students' self-reports. The counselor gives their feedback and assesses the students' notes. Students who can make a good summary of the speech will have greater confidence to make speech scripts and to have speech books. Reflection and improvement need to be encouraged so that

students can find improvement from within themselves. Reflection and discussion are ways to reconstruct concepts and to find new ways to perform (Fenwick, J, 2011). Repeated practice and continuous learning with awareness will improve performance. The result from reflection is used to practice new skills.

*Mastery experience* will improve students' belief to have the sense of success to speak in public. Continuous events and habits to perform with preparation will lead to success in expressing opinions and ideas. According to Stephen Bradley (2012) in his dissertation "*efficacy of a basic public speaking course delivered via a virtual community college*", virtual direct courses need perseverance to be able to fully take part in them. Perseverance is a part of the way to enhance self-efficacy.

The sense of achievement gained through direct experience is supported by research of Jami Leigh Warren (2011) who states that people who have the sense of achievement in speaking in public are influenced by their speaking skills. The speaking skills encourage individuals to gain direct experience by way of practicing. Services for public speaking learning consist of content, structure, and specific materials. According to Amy L. Housley Gaffney and Sarah E. Kerckmar (2016), technology has become the medium to learn speaking and writing. The use of technology, such as sound system, encourages students' performance to become more spirited and to have the sense of achievement. In addition, the use of LCD projector and PowerPoint to present the speech materials will strengthen students' conviction to perform will full of confidence. Mastery of speaking and mastery of the content become necessary to develop the belief for success.

## CONCLUSION

This research has found that public speaking practice with the experiential learning method can enhance students' sense of achievement at Islamic boarding high school. The improvement in self-efficacy is in the aspects of intonation, mastery of the materials or the content, pronunciation and performance. Students who have high self-efficacy in public speaking are willing to practice and work hard to find the materials, memorize, and find their own style in doing improvisation for voice intonation and movement. The direct practice has given the students mastery experience to taste the success for the efforts they made. Teachers of guidance and counseling need to guide the students so that they can be diligent to practice public speaking, to give compliment and also to be good role models.

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