



Strategy for Building Communication Skills and Self-Confidence in Public Speaking Learning Through Lectures

Alim Jaizul W^{1*}, Renda Sandi S²

¹*Research Collaboration Community, Bandung, Indonesia*

²*Communication in Research and Publications, Bandung, Indonesia*

**Corresponding author email: alimjaizul47@gmail.com*

Abstract

Public speaking is an important communication skill in various contexts, both in academic, professional, and social environments. This study aims to identify strategies that can be used in public speaking learning through lectures, with a focus on developing communication skills and self-confidence. The literature review shows that lectures as a teaching method can be enhanced by techniques such as speaking simulations, providing practical examples, constructive feedback, and a gradual approach starting from small groups to larger audiences. These strategies have been shown to be effective in reducing public speaking anxiety and helping participants hone their communication skills. The results of this study are expected to contribute to the development of more effective and in-depth public speaking learning in various educational institutions.

Keywords: Public speaking, lectures, communication skills, self-confidence, speaking simulation.

1. Introduction

Communication skills and self-confidence have become essential competencies that determine a person's success in various aspects of life (Puli, 2023). These two aspects not only play a role in a professional context, but also in academic and social life, making them the main focus in the self-development of modern individuals. Public speaking learning is present as a strategic forum for developing communication skills and self-confidence in a structured and systematic manner (Gamble & Gamble, 2020).

Public speaking anxiety is often the main challenge in public speaking. This problem is not only experienced by beginners but also by individuals who already have experience. According Mesagno et al. (2012), fear of negative judgment from the audience, lack of preparation, and lack of confidence are factors that contribute to this anxiety.

Public speaking skills are not only an added value, but have developed into a fundamental need that must be mastered by every student to face the challenges of an increasingly complex working world. Lectures are one of the classic methods in learning public speaking, and have proven effective in building the foundation of public speaking skills (Westwick et al., 2018).

Lectures as one of the traditional learning methods offer unique opportunities in the context of public speaking. Lectures allow educators to convey information directly and organized while providing concrete examples to participants on how effective speaking techniques can be applied. In public speaking learning, lectures can also be used as a medium to introduce communication principles, audience management techniques, and the use of appropriate body language.

A lecture is a speech about religion and so on by someone in front of many listeners. A lecture is a technique or method of preaching that is colored by the characteristics of speech by a preacher or muballigh in a preaching activity (Sulastri et al., 2022). A lecture can also be propaganda, campaign, speech, sermon, greeting, teaching and so on. Generally, a lecture is directed to a public, more than one person.

Lecture-based public speaking learning can be designed to actively involve participants. For example, through discussions, Q&A, or simulations, participants are not only passive listeners but are also actively involved in the learning process (Chi, 2009). This interaction helps them understand how the message delivered can be received by the audience and how to adjust their communication style.

Mastery of public speaking has significant implications for individual development. This skill is not only relevant in the workplace but also in social, educational, and political life. With good speaking skills, individuals can convey their ideas more effectively, influence audiences, and create positive change.

This study aims to identify effective strategies in building communication skills and self-confidence through a lecture-based public speaking learning approach. The results of this study are expected to provide practical guidance for educators, trainers, or practitioners in designing training programs that not only improve technical competence but also overcome psychological barriers that often hinder the ability to speak.

2. Literature Review

2.1. Lecture

Lecture is also a preaching technique that is colored by many characteristics of speech by a Da'i in a preaching activity. This method must be balanced with special skills in rhetoric, discussion, and other factors that make the listener feel sympathetic to his lecture. Lecture can also be defined as a method that is carried out with the intention of conveying information, instructions, understanding and explanation of something to the listener using oral (Morell, 2007)

Public speaking activities (speech training) held at Islamic boarding schools for students apply several forms of verbal communication including sentence accuracy according to the Enhanced Spelling (EYD), accuracy in using language (standard language and popular language), and understanding the meaning of words or sentences from the material presented to the audience (Graber, 1989).

2.2. Public speaking

Public speaking is defined as the art of speaking effectively in front of a community. It involves careful monitoring of elements such as content relevance, impressiveness, and suitability to meet the audience's needs for effective communication (Bilgin, 2022).

In Valenzano III (2020) public speaking should not be limited to formal presentations. The author states that by analyzing the components of the terms "public" and "speaking", a more comprehensive understanding can be found that includes various forms of communication in public spaces.

According to Bylkova et al. (2021) Public speaking is defined as a form of structured communication carried out in front of an audience with the aim of providing information, influencing, or entertaining. Involves public speaking activities, where the speaker plays an active role in conveying the message, while the audience acts as listeners.

According Angeline (2020) argues that effective public speaking skills can help career advancement, because these skills demonstrate creativity, critical thinking skills, leadership abilities, composure, and professionalism, qualities that are very valuable for the job market.

Basics of public speaking is a work in which we emphasize the importance of mastering the techniques of public speaking and oratory skills, in order for that knowledge to serve each individual as a key tool for easier achievement of all objectives of business and personal communication (Novaković & Teodosijević, 2017).

2.3. Effective Communication

Effective communication skills are essential for delivering clear messages, adapting to diverse audiences, and engaging in active listening. These skills enhance understanding, build relationships, and contribute to academic excellence, as highlighted in research on the role of listening in communication development (Loan et al., 2024).

Communication skills can help speakers learn to convey messages clearly, adapt to diverse audiences, and practice active listening. These skills enhance academic success, foster collaboration, resolve conflict, and build trust, ultimately facilitating successful interactions in both personal and professional contexts.

In the research of Seelaboyina et al. (2023) underlined the importance of ensuring stakeholders and employees about the advantages of AI, getting their support, and handling changes when AI systems are implemented. The importance of communication skills in the AI era in conclusion, the need for businesses to understand that these skills are needed to navigate opportunities and obstacles, and to be involved in their development.

2.4. Self Confidence

The challenge faced by speakers is public speaking anxiety or glossophobia, is a non-generic social anxiety disorder associated with performance situations involving perceived scrutiny by others. This study investigated the effectiveness of virtual reality distraction in reducing this anxiety among college students (Tatlı & Karadağ, 2024).

In Coker (2022) research, three main causes of glossophobia among novice instructors were identified, namely unpreparedness or lack of adequate preparation, fear and distrust and intimidation felt by the audience, which contributed to their anxiety about public speaking.

Factors contributing to glossophobia include fear of negative evaluation, social anxiety, physiological changes (increased heart rate), and psychological symptoms (trembling, mind going blank). These factors contribute to anxiety during public speaking, affecting an individual's performance and social interactions.

2.5. Development Strategy

Based on the literature review, there are several strategies proposed to improve communication skills and self-confidence through speaking. One of them is speaking simulation, where participants are given the opportunity to speak in a setting that is similar to a real-life situation, so that they can hone their skills in communicating in front of the public. In addition, the use of practical examples by the instructor is also very effective, as it provides a direct picture of the techniques and approaches that can be taken in a public speaking situation. Providing constructive feedback is another important element, where the instructor provides constructive suggestions after each speaking session, helping participants understand their strengths and areas for improvement.

3. Method

This study uses a literature review method to identify and analyze various concepts, theories, and strategies related to the development of communication skills and self-confidence in public speaking learning, especially through lectures. The data used comes from previous studies and relevant literature sources regarding various aspects of public speaking, such as definitions, techniques, effective communication skills, and factors that influence self-confidence. In addition, the author also examines various strategies that have been proposed by experts to improve communication skills and reduce anxiety in public speaking.

4. Results and Discussion

4.1. Results

Based on the literature review conducted, several important elements were found related to the development of communication skills and self-confidence in public speaking learning. First, lectures as one of the most frequently used methods in teaching public speaking emphasize the importance of the ability to speak in a structured and clear manner, and use rhetorical techniques to convey information effectively. According to Morell (2007), lectures are a method used to convey information, instructions, and explanations to listeners verbally. In this context, lectures not only function as a medium for conveying information, but also as a means to practice public speaking skills.

In addition, public speaking as the art of speaking in public, as explained by Bilgin (2022), involves a number of important elements such as the relevance of the material, the power of the presentation, and the suitability to the needs of the audience. Research by Valenzano III (2020) states that public speaking should not be limited to formal presentations alone, but includes various forms of communication carried out in public spaces. This shows the importance of flexibility in teaching public speaking, where learning can include more forms of communication that are not limited to formal lectures. Furthermore, effective communication plays an important role in public speaking, where good communication skills allow speakers to convey messages clearly, adapt to diverse audiences, and listen actively (Loan et al., 2024). This ability will strengthen audience understanding and increase interaction between speakers and listeners. This is in line with the findings of Seelaboyina et al. (2023), which emphasizes the importance of communication skills in facilitating success in various contexts, including in the era of artificial intelligence.

Self-confidence is also an important factor that influences the effectiveness of public speaking. Research by Tatlı & Karadağ (2024) identified that anxiety when speaking in public or glossophobia is a challenge often faced by speakers, especially for those who are less experienced. The main causes of glossophobia include uncertainty in preparation, fear of negative judgment, and physiological changes such as rapid heartbeat and trembling. Therefore, it is important to develop strategies to reduce anxiety and increase self-confidence through the right techniques.

4.2. Discussion

Based on the results of the literature review, strategies for developing communication skills and self-confidence in public speaking can be carried out with several effective approaches. One of the suggested strategies is a speaking simulation, where participants are given the opportunity to speak in conditions similar to real situations. This helps them to practice facing a larger audience, so that their speaking skills can develop gradually (Morell, 2007). In

addition, the use of practical examples by teachers has also proven effective in providing a real picture of speaking techniques that can be applied in different situations. For example, teaching how to speak clearly, use appropriate language, and how to deal with anxiety when speaking.

Providing constructive feedback is another strategy that is also very useful. According to research conducted by Graber (1989), feedback given after a speaking session helps participants to recognize their strengths and weaknesses. This allows them to improve their speaking techniques and increase their self-confidence. Using a gradual approach, starting from speaking in small groups and moving on to larger audiences, can also increase participants' self-confidence. This approach gives them space to practice and feel more comfortable before speaking in front of many people (Bilgin, 2022).

Overall, developing communication skills and confidence in public speaking through lectures can be achieved by implementing strategies that focus on speaking practice, using practical examples, constructive feedback, and a gradual approach. These strategies complement each other and allow speakers to develop their communication skills and overcome fear and anxiety when speaking in public. Thus, teaching public speaking is not only limited to formal presentation techniques, but also includes a wider range of communication aspects, which helps participants to communicate more effectively and confidently in various situations.

5. Conclusion

This study examines the development of communication skills and self-confidence in public speaking learning through lectures by referring to the existing literature review. Based on the results of the review, strategies that can be applied to improve public speaking skills include speaking simulations, the use of practical examples by teachers, providing constructive feedback, and a gradual approach from small groups to larger audiences. All of these strategies focus on improving effective communication and reducing anxiety in public speaking. A flexible approach is needed in teaching public speaking, where participants are not only taught formal presentation techniques, but are also given the opportunity to develop broader speaking skills and confidence in various situations.

References

- Angeline, K. G. (2020). Importance of Public Speaking in the Future (Doctoral dissertation, Thesis, November, 1–6).
- Bilgin, R. (2022). A review of public speaking and its components. *Canadian Journal of Educational and Social Studies*, 2(3), 37-49.
- Bylkova, S., Chubova, E., & Kudryashov, I. (2021). Public speaking as a tool for developing students' communication and speech skills. In *E3S Web of Conferences* (Vol. 273, p. 11030). EDP Sciences.
- Chi, M. T. (2009). Active-constructive-interactive: A conceptual framework for differentiating learning activities. *Topics in cognitive science*, 1(1), 73-105.
- Coker, W. (2022). Exploration of Public-Speaking Anxiety among Novice Instructors at a Ghanaian University. *The African Journal of Information and Communication*, 2022(29), 1-15.
- Gamble, T. K., & Gamble, M. W. (2020). *The public speaking playbook*. SAGE Publications.
- Graber, D. A. (1989). Content and meaning: What's it all about. *American Behavioral Scientist*, 33(2), 144-152.
- Loan, T. T. T., Tuoi, P. T. K., & Hoa, H. T. M. (2024). Significance of Listening Skills in Enhancing the Communication Skills. *International Journal of English Language Studies*, 6(2), 194-196.
- Mesagno, C., Harvey, J. T., & Janelle, C. M. (2012). Choking under pressure: The role of fear of negative evaluation. *Psychology of Sport and Exercise*, 13(1), 60-68.
- Morell, T. (2007). What enhances EFL students' participation in lecture discourse? Student, lecturer and discourse perspectives. *Journal of English for academic Purposes*, 6(3), 222-237.
- Novaković, N., & Teodosijević, B. (2017). Basics of public speaking. *BizInfo (Blace) Journal of Economics, Management and Informatics*, 8(2), 33-46.
- Puli Quito, F. E. (2023). Self-confidence and its Relationship with the Development of English Oral Communication Competence

(Bachelor's thesis, Riobamba).

- Seelaboyina, R., Gudipelly, M. R., & Vishnu, M. S. S. (2023, October). Humanizing AI: The Importance of Effective Communication Skills in the Age of Automation. In 2023 IEEE 5th International Conference on Cybernetics, Cognition and Machine Learning Applications (ICCCMLA) (pp. 368-372). IEEE.
- Sulastri, I., Rais, Z., & Bukhari, B. (2022). Impression Management of the Muslim Preacher in Indonesia. *Jurnal Dakwah Risalah*, 33(2), 113-131.
- Tatli, C., & Karadağ, M. (2024). Reducing public speaking anxiety through the use of virtual reality assisted distraction: a systematic pilot study. *Behaviour & Information Technology*, 43(13), 3061-3070.
- Valenzano III, J. M. (2020). What's in a Name? Exploring the Definitions of 'Public' and 'Speaking'. *Basic Communication Course Annual*, 32(1), 8.
- Westwick, J. N., Hunter, K. M., & Chromey, K. J. (2018). Assessing markers of student development for dually and non-dually enrolled students in an online basic public speaking course. *Basic Communication Course Annual*, 30(1), 7.