

**THE ROLE OF PUBLIC SPEAKING SKILLS IN ENHANCING ACADEMIC PRESENTATION
EFFECTIVENESS**

Sabrina Alsya Rahmadhania¹, Marsofiyati², Eka Dewi Utari³

¹²³Program Studi Pendidikan Administrasi Perkantoran, Fakultas Ekonomi dan Bisnis,
Universitas Negeri Jakarta, Jakarta Timur, Indonesia

Correspondence Email: sabrina.alsya.rahmadhania@mhs.unj.ac.id

ABSTRACT

This study discusses the role of public speaking skills in encouraging the effectiveness of academic presentations in students of the Faculty of Economics and Business, State University of Jakarta. This research uses a quantitative approach with a survey method. With a total of 50 students who became respondents in this study which was then tested using SPSS software, the results showed that public speaking skills remain an important factor in academic presentations to be effective. Therefore, training and development related to public speaking are needed to encourage the improvement of the quality of student presentations in the academic environment.

Keywords: Public Speaking Skills; Academic Presentation; Students

INTRODUCTION

If you hear the word public speaking, it must be familiar. Especially in this day and age, everyone is required to be able to convey opinions, ideas, ideas, or information clearly with a reliable source in public. Because actually having good public speaking skills is not only necessary for someone with a professional profession, but also important for the general public because it will be needed and helpful in various aspects of life. For example, in the context of students, this ability is very necessary because in the lecture process they will be asked to make individual and group presentations. In fact, the presentation will later become one of the assessment indicators that lecturers will give to their students.

In previous research, it was proven that with the increase in students' ability to convey ideas, information, and so on well, their confidence to speak in public will increase (Muchlis and Pujianto, 2024). This is what makes public speaking skills important in terms of communicating orally in public. In addition, when making presentations, the role of public speaking is as a means for effective delivery, achieving goals in communication, and successfully influencing the audience (Ningsi et al., 2024). In making presentations, there are various methods that can be used and applied. For example, reading material, memorizing material, recording main ideas, and improvising material when delivering (Setiyawan and Apriliyana, 2024).

On this basis, the researcher is interested in conducting research related to this topic. Previously, pre-research was conducted on several students of the Faculty of Economics and Business, State University of Jakarta and the results showed that there was a positive correlation between public speaking skills and academic presentation skills. Most of the respondents already have confidence and good public speaking skills when doing academic presentations. However, there are still students who are constrained in managing their anxiety. Thus, this finding shows that there is still a need for training related to public speaking skills, so that they can better control themselves when speaking in public.

Therefore, this study was conducted to determine and measure how big the role of public speaking skills in increasing the effectiveness of academic presentations of students of the Faculty of Economics and Business, State University of Jakarta.

RESEARCH METHODS

In this study, a quantitative approach was used with a survey method that was distributed directly online to respondents. This research falls into the category of associative quantitative research because it aims to see the cause-and-effect relationship of two variables. More specifically, the purpose of this study is to analyze the role of public speaking skills (independent variable) on the effectiveness of academic presentations (dependent variable). With the survey method, researchers can measure how big the role is through statistical calculations.

The intended population in this study are active students from various study programs at the Faculty of Economics and Business, State University of Jakarta. With the purposive sampling technique used, making respondents in accordance with the criteria relevant to this study, namely students who are at least in the second semester in college. So that at least they have academic activities that involve academic presentation in the learning process. A total of 50 respondents have participated and in accordance with the criteria of this study.

In collecting data, the questionnaire was distributed online through Google Form which has been compiled into a Likert Scale with a choice of five answers, namely point 1 for Strongly Disagree to point 5 for Strongly Agree with each variable containing 10 statements as measurement material relevant to public speaking skills and the effectiveness of academic presentations.

After that, the data that has been collected will be analyzed using SPSS software with various tests. The initial stage will be validity and reliability tests that will be adjusted to the needs of the calculation. Then the classical assumption test is carried out to calculate the relationship between the two variables. And the last is a simple linear regression test to show the magnitude of the role of public speaking skills in realizing effective academic presentations.

RESULTS AND DISCUSSION**Validity Test****Table 1. Validity Test of Variable X**

Statement	r Count	r Table	P (Sig.)	Description
X1	0,809	0,279	0,000	Valid
X2	0,675	0,279	0,000	Valid
X3	0,520	0,279	0,000	Valid
X4	0,698	0,279	0,000	Valid
X5	0,633	0,279	0,000	Valid
X6	0,742	0,279	0,000	Valid
X7	0,750	0,279	0,000	Valid
X8	0,796	0,279	0,000	Valid
X9	0,644	0,279	0,000	Valid
X10	0,799	0,279	0,000	Valid

Table 2. Validity Test of Variable Y

Statement	r Count	r Table	P (Sig.)	Description
Y1	0,533	0,279	0,000	Valid
Y2	0,664	0,279	0,000	Valid
Y3	0,632	0,279	0,000	Valid
Y4	0,442	0,279	0,001	Valid
Y5	0,543	0,279	0,000	Valid
Y6	0,690	0,279	0,000	Valid
Y7	0,680	0,279	0,000	Valid
Y8	0,613	0,279	0,000	Valid
Y9	0,760	0,279	0,000	Valid
Y10	0,818	0,279	0,000	Valid

The r table value for N = 50 (number of respondents) is 0.279. Based on the validity test carried out, there are results that have been listed in tables 1 and 2. It can be seen that all statements on both variables are declared valid as evidenced by the calculated r value of each statement greater than r table of 0.279. Then for the significance value is also smaller than 0.05 in accordance with existing rules. For variable X (public speaking skills), the r value ranges from 0.520 to 0.809. While for variable Y (effectiveness of academic presentation) has a calculated r value ranging from 0.442 to 0.818. From these values, it shows that each statement item has a strong enough correlation so that it can measure its construct appropriately. Therefore, the questionnaire instrument used can be declared to have good construct validity.

Reliability Test**Table 3. Reliability Test of Variable X**

Number of Statement	Cronbach's Alpha	Condition	Description
10	0,889	0,6	Reliable

Table 4. Reliability Test of Variable Y

Number of Statement	Cronbach's Alpha	Condition	Description
10	0,843	0,6	Reliable

Furthermore, the reliability test was conducted to determine the consistency of the instrument. Tables 3 and 4 show that both variables are reliable. Variable X which has 10 statement items has a Cronbach's Alpha value of 0.889, while variable Y with the same statement items gets a Cronbach's

Alpha value of 0.843. It can be seen that both variables have exceeded the minimum limit of the reliability standard, which is 0.6. That way, all statement items for each variable are able to provide consistent and stable results if re-measured. So based on the validity and reliability tests, it can be concluded that the instruments from the questionnaire in this study are valid and reliable and are suitable for further analysis.

Classical Assumption Test

Normality Test (Histogram & Kolmogorov-Smirnov Statistical Test)

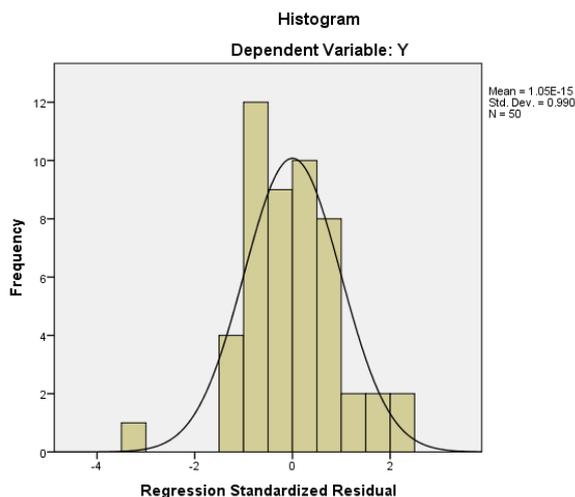


Figure 1. Histogram

The histogram graph shows the distribution of standardized residuals of variable Y with a bell-shaped curve that appears to show a normal distribution. Most of the data is around the center value or close to zero and spreads symmetrically, indicating that the residual distribution is close to normal.

Table 5. One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
N		50
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.89631168
Most Extreme Differences	Absolute	.099
	Positive	.079
	Negative	-.099
Test Statistic		.099
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

The One-Sample Kolmogorov-Smirnov Test results show that the significance value (Asymp. Sig. (2-tailed)) of 0.200 which means greater than 0.05. In this case, it means that the residuals are normally distributed. Thus, the normality test of residual data in the regression model has met the assumption of normality.

Heteroscedasticity Test

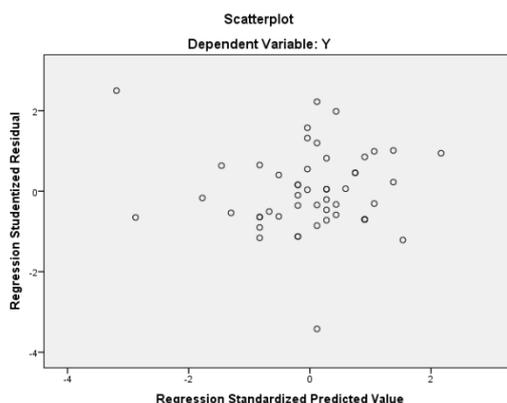


Figure 2. Heteroscedasticity Test

Table 6. Glejser Test
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.056	1.983		2.045	.046
	X	-.032	.057	-.082	-.568	.573

a. Dependent Variable: RES_2

From the test results above, a scatterplot graph is seen with points that spread randomly without forming a certain pattern. This shows that the residual variance is constant or homoscedasticity so it can be concluded that heteroscedasticity does not occur. And the glejser test also shows output with a Sig. value greater than 0.05, namely 0.046 and 0.573.

Autocorrelation Test

Table 7. Autocorrelation Test
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.612 ^a	.374	.361	3.93669	1.524

a. Predictors: (Constant), X

b. Dependent Variable: Y

From the table above, the R value of 0.612 is obtained, which shows a fairly strong correlation between the two variables. Then, the R Square value of 0.374 indicates that 37.3% of variable Y (effectiveness of academic presentation) can be explained by variable X (ability to speak in public), while the remaining 62.6% is explained by other variables outside this model. Furthermore, the Adjusted R Square value of 0.361 indicates a correction to the model and a small difference from R Square which means the model is quite stable. The Durbin-Watson value of 1.524 (close to 2) is within the acceptable range and indicates that there is no serious autocorrelation in the data.

Simple Linear Regression Test

Table 8. Simple Linear Regression Test
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.710	3.087		7.682	.000
	Keterampilan Public Speaking	.475	.089	.612	5.359	.000

a. Dependent Variable: Kemampuan Presentasi Akademik

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	445.099	1	445.099	28.721	.000 ^b
	Residual	743.881	48	15.498		
	Total	1188.980	49			

a. Dependent Variable: Kemampuan Presentasi Akademik

b. Predictors: (Constant), Keterampilan Public Speaking

Based on the table above, the coefficient value is 0.475 with a Sig value. 0.000 ($p < 0.05$), which indicates that the ability to speak in public has a positive and significant role on the effectiveness of academic presentations. Then, the calculated t value of 5.359, the calculated F value of 28.721 with a significance of 0.000 shows that the influence between variables is strong and mutually influencing. Thus, public speaking ability has an important role in improving the effectiveness of academic presentations.

CONCLUSIONS

The results of this study indicate that public speaking skills have an important and significant role in the effectiveness of student academic presentations. Although not completely dominant, public speaking skills remain an important factor in supporting the successful delivery of material during academic presentations effectively. Therefore, this study confirms that training and development of public speaking skills are needed as part of the learning process in order to improve the quality of student presentations in the academic environment.

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