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Efforts to Improve Public Speaking Skills Through Speech Practice Methods for Elementary School Students 2 Sumberingin

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Abstract
Public speaking is a crucial skill that should be developed from an early age. At State Elementary School 2 Sumberingin, this skill is underdeveloped, evident in the low participation of students during presentations or class speaking activities. This community service activity aimed to enhance students' public speaking abilities through a gradual and structured speech training method. The activity involved speech training encompassing the basic theory of public speaking, speaking practice, and student performance evaluation. A participatory approach was employed, actively involving students and teachers over two weeks. The results showed a significant improvement in student confidence, their ability to write speeches, and their skills in expressively delivering speeches in public. The activity received a positive response from the school and is expected to become a regular program.

Keywords: public speaking, speech training, communication skills

1. INTRODUCTION

Public speaking is the art and skill of conveying a message orally to a group of people (audience) with the aim of informing, persuading, entertaining, or inspiring. It involves more than just speaking; effective public speaking involves planning, delivery, and skillful interaction with the audience. Key elements that make up good public speaking include Mastery of the Material (a deep understanding of the topic to be presented), Speech Structure (organizing ideas logically and coherently), Delivery Technique (effective use of voice, gestures, eye contact, and body language), Audience Interaction (the ability to connect with the audience and respond to their feedback), Use of Assistive Media (optional) Visual aids such as presentation slides can increase understanding and appeal.

Public speaking skills are essential skills needed in various aspects of life, including the world of education. Public speaking skills are one of the 21st century skills that are important for students to master from an early age. Students who master

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public speaking will be more confident in expressing their opinions, interacting, and actively participating in learning. However, many students of elementary school 2 Sumberingin still have difficulties, due to lack of opportunities to practice and ineffective learning methods, many elementary school students still experience obstacles in expressing themselves in public because of shyness, lack of self-confidence, and lack of structured practice. So this community service activity is carried out with the aim of providing public speaking skills training through speech practice methods to students as an effort to empower the potential of students and explore effective speech practice methods in improving the public speaking skills of elementary school 2 Sumberingin students.

The urgency of the activity "Efforts to Improve Public Speaking Skills in Public Through Speech Practice Methods for Elementary School Students 2 Sumberingin" lies in the following important things:

1. Increasing Student Self-Confidence. Good public speaking skills will increase students' self-confidence in various situations, both in the school environment and outside of school. Students who are confident tend to be more active in participating in learning and social activities. Lack of self-confidence can hinder students' potential.
2. Developing Effective Communication Skills. Public speaking is an essential communication skill. This skill is needed by students to convey ideas, opinions, and information clearly and effectively. Good communication skills will be very beneficial for students' success in the future.
3. Preparing Students for Future Life. In today's era of globalization, public speaking skills are needed in various professions. By mastering this skill early on, students will be better prepared to face the challenges of life in the future, both in education, work, and social life.
4. Improving Academic Achievement. The ability to deliver presentations and discuss in class is an integral part of the learning process. Students who are proficient in public speaking will find it easier to actively participate in learning and improve their understanding of the subject matter.
5. Providing Practical Experience. This activity provides students with practical experience in practicing public speaking through structured speech practice methods. This experience will be more effective than just studying theory.

In conclusion, this activity is very urgent because it has a positive impact on students' self-development, improves the quality of learning at Sumberingin 2 Public Elementary School, and prepares students for success in the future. Failure to improve students' public speaking skills can have a negative impact on their self-confidence, academic achievement, and readiness to face challenges in the future.

2. LITERATURE REVIEW

2.1. Public Speaking

Public speaking is a very important skill, especially in developing students' self-confidence and communication skills from an early age. According to Wahyuni (2017), public speaking is the ability to convey a message verbally to an audience with a specific purpose, either to inform, convince, or entertain. In the context of elementary education, this ability needs to be honed so that students are accustomed to appearing in

front of a class or audience. According to Dale Carnegie (2010), public speaking is the art of conveying a message verbally to an audience with the aim of influencing or informing. Speech practice is one effective method in developing speaking skills, because it teaches students to compose scripts, practice facial expressions, intonation, and body language. Research by Rahmawati (2021) shows that continuous public speaking training can increase students' self-confidence and communication skills. The speech practice method is considered relevant to be applied to elementary school students, because it can be adjusted to their level of cognitive and affective development.

2. 2. Development of Speaking Skills in Children

Elementary school-aged children are in the concrete-operational cognitive development stage according to Piaget's theory, where they begin to be able to think logically but still need real experience. Speaking skills are closely related to direct experience and a supportive environment. According to Santrock (2012), language skills develop as children are often involved in meaningful verbal activities.

2.3. Speech Practice Method

Speech practice is a learning method that can significantly improve public speaking skills. Through this method, students are trained to prepare texts, understand the contents of speeches, and practice intonation, articulation, and facial expressions. According to Siregar (2019), the speech practice method encourages students to actively speak and overcome their fear of appearing in public. Repeated practice can also increase students' self-confidence.

2.4. Active Learning and Social Skills

The speech practice method is included in active learning that provides space for students to be directly involved. Active learning like this contributes to improving students' social skills and critical thinking skills. According to Suprijono (2015), active learning models can help students develop their potential through direct experience, such as speaking in front of the class.

3. METHODS

Public speaking training for elementary school students needs to be designed with fun, interactive methods that are appropriate to the child's developmental level. The main goal is to build self-confidence and public speaking skills from an early age. Here are some commonly used methods:

1. Positive Feedback

   Teachers and trainers provide appreciation and constructive suggestions to students after they perform. This is very important to motivate and increase children's self-confidence.

2. Games and Ice Breaking

   Game activities such as "guess the picture" or short quizzes can be a means of training spontaneity and self-confidence. Ice breaking also helps to lighten the mood so that children feel comfortable.

3. Small Group Discussion

   Students are divided into small groups and encouraged to create a speech text on a topic about public speaking. After that, group representatives present their results in

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front of the class. This teaches them how to express their opinions and listen to others.

4. RESULTS

The public speaking training program implemented at State Elementary School 2 Sumberingin showed very positive results. This training actively involved students and teachers in various activities, starting from delivering basic theories, practicing speaking, to evaluating student performance.

Some of the main results achieved include:

1. Increased Self-Confidence

   Students who previously tended to be passive and shy began to show changes in attitude. They became more courageous to speak in front of the class, both in formal forums such as speeches, and in group discussions. This was achieved through a positive and fun approach, such as games, ice breaking, and direct appreciation from the teacher.

2. Ability to Write a Speech Script

   Many students who initially had difficulty organizing ideas and arranging sentences coherently, began to show the ability to write a structured speech script. They learned to compose an interesting opening, relevant content, and an impressive closing. This process not only hones language skills, but also trains logical and systematic thinking.

3. Improved Delivery Technique

   In terms of technique, students are able to use voice intonation, facial expressions, and body gestures more appropriately and effectively. This was seen during the speech practice session, where students were able to convey the contents of the speech expressively and communicatively, and maintain eye contact with the audience.

4. Student Enthusiasm and Participation

   This activity also succeeded in raising students' enthusiasm in following the lesson. Their participation increased significantly, not only in speech practice but also in other learning activities. Students began to get used to appearing in public without pressure, but with enthusiasm and confidence.

5. Positive Response from the School

   The school, including teachers and the principal, gave a very good response to this activity. They considered that the speech practice method could be a relevant and applicable learning strategy in improving students' communication skills, and encouraged this program to be continued periodically.

5. DISCUSSION

This activity reinforces the view that public speaking skills can be effectively developed from elementary school age, as long as adequate practice space and fun methods are provided. In the context of Sumberingin 2 Public Elementary School, a participatory approach that emphasizes the active involvement of students and teachers has proven to be able to foster students' courage to appear in public.

The speech practice method is very appropriate to use because it involves a complete process of students learning theory, compiling scripts, and directly practicing their speeches. This is in line with the theory of Dale Carnegie (2010), which states that public speaking is not only about conveying a message, but also about conveying it with emotion, structure, and connection with the audience.

In addition, as found by Rahmawati (2021), continuous practice has a major impact on increasing self-confidence and communication skills. This is evident in the implementation of the program at Sumberingin 2 Public Elementary School, where students who were previously shy became more communicative and active.

Challenges that had arisen, such as students who were too shy or lacked self-confidence, could be overcome through a fun and supportive approach. For example, the use of games and ice breaking can create a relaxed atmosphere that helps reduce students' psychological stress. Overall, this program not only improves students' public speaking skills, but also has a positive impact on learning in general. Students become more open, brave, and able to express their thoughts well.

6. CONCLUSION

The public speaking training program at elementary school 2 Sumberingin has succeeded in providing significant positive impacts, both in academic and psychological aspects of students. This training is able to increase students' self-confidence, ability to compose speech scripts, and representation techniques effectively. In addition, a fun and participatory approach encourages enthusiasm and active involvement of students and teachers. Positive responses from the school indicate that this method is relevant and worthy of being part of a long-term learning strategy. This program proves that public speaking skills can be developed early on if given the right practice space and supportive support.

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