

A Profile of Public Speaking Competence among Senior High School Students in Jakarta

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Abstrak

Kemampuan berpidato merupakan salah satu keterampilan berbahasa yang esensial dalam menunjang keberhasilan akademik dan sosial siswa di tingkat Sekolah Menengah Atas (SMA) di Jakarta. Namun, keterampilan ini seringkali belum tergalai secara optimal dalam praktik pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan profil kemampuan berpidato siswa SMA, meliputi aspek verbal, nonverbal, dan kesiapan psikologis dalam berbicara di depan umum. Metode yang digunakan adalah deskriptif kuantitatif dengan melibatkan 609 siswa dari SMA di kota Jakarta. Instrumen pengumpulan data berupa kuesioner tentang profil mencakup penggunaan aspek verbal-nonverbal, kesiapan berpidato, dan refleksi diri terkait dengan kelancaran dalam berpidato. Wawancara terbuka juga dilakukan dengan sejumlah siswa dan guru Bahasa Indonesia. Hasil penelitian menunjukkan bahwa sebagian besar siswa mengalami kesulitan dalam menyusun ide secara sistematis dan terstruktur, kesulitan dalam memadumadankan gestur dan aspek nonverbal lainnya. Temuan juga menunjukkan bahwa responden mengalami kesulitan Psikologis dengan ketidak-siapan dalam berpidato dan merasa tidak lancar pada lancar pada saat berpidato. Temuan ini mengindikasikan perlunya model pembelajaran berpidato yang lebih praktis, multimodal, dan adaptif terhadap kondisi psikologis siswa. Implikasi dari penelitian ini memberikan arah bagi pengembangan strategi pembelajaran yang mampu meningkatkan kompetensi berbicara siswa secara holistik.

Kata Kunci: *kemampuan berpidato, siswa SMA, keterampilan berbicara, kecemasan berbicara, komunikasi lisan*

Introduction

Speech delivery skills are one form of communication competence that plays a strategic role in shaping students' competencies, particularly at the Senior High School (SMA) level. This skill not only supports academic achievement but also contributes to enhancing self-confidence, developing critical thinking skills, and improving the ability to express ideas in a systematic, clear, and persuasive manner (Wiendjiarti & Sutrisno, 2014). In line with the Indonesian Language Learning Outcomes for Advanced Levels (Grades XI and XII), speech instruction is intended to prepare students for academic and professional life. This competency includes mastery of interpersonal communication aspects such as intonation, expression, and the appropriate use of language (Fan & Yan, 2020).

In the digital era, public speaking skills, including speech delivery, have become increasingly essential (Santhanasamy & Yunus, 2022). At the senior high school level, speech delivery is integrated into various learning activities, such as presentations,

competitions, debates, and both intracurricular and extracurricular programs. Public speaking, especially speech skills, is a vital provision for students to face professional challenges and participate effectively in social life after completing formal education (Robles, 2012). In the global era, such skills are crucial, as professionals are expected to present their ideas persuasively and effectively (Brooks, 2014). Meetings, presentations, negotiations, and networking all require this competence (Goleman, 2006). By mastering public speaking, individuals are trained to exhibit confidence and elevate their professional quality (Zarefsky, 2017).

Due to its importance, the topic of speech skills has attracted considerable research attention, ranging from teaching methods, predictive factors, and cultural influences on the integration of technology. Haryanto emphasized the significance of persuasive methods in teaching speaking skills (Dahlan et al., n.d.), forming part of a communicative approach (Haryanto & Indarto, 2021) that focuses on interactive strategies such as direct practice (Dahlan et al., n.d.), feedback (Isotalus et al., 2024), and local content engagement (Pratiwi & Rahman, 2023; Prayudha. S, 2023). Purba found that problem-based learning (PBL) can improve students' speech skills (Haryanto & Indarto, 2021). Group discussion has also been recognized as a significant method to train students' speaking abilities through habitual idea presentations (Alsyounf & Kayed, 2021). Siska found that collaborative group discussions enhance students' confidence in public speaking (Nurhayatin et al., 2023). Similarly, Alamanda highlighted that discussions can improve students' thinking skills and self-confidence in speech delivery (Puspitasari, 2023).

On the other hand, technology is believed to aid speech learning. The use of digital platforms such as video presentations and AI-based applications can help students improve their speaking abilities (Hidayati, 2021; Rahayu et al., 2024). Nuraeni demonstrated that gradually uploading both formal and informal speech videos enhances students' speaking skills (Nuraeni et al., 2021). In line with this, Rohaeti found that video use can improve speech performance (Siti Rohaeti, 2014). Cahyanti specifically employed self-reflection videos and found a positive effect on speaking abilities (Cahyanti & Kurniawati, 2020). Hidayati discovered that demonstration methods combined with video assignment uploads on YouTube could improve speech delivery (Hidayati, 2021). Soeprapto further supported this by stating that YouTube media helps achieve complete speech learning outcomes (Suprpto, 2021). Andraeni showed the effectiveness of imitative-demonstrative methods in improving public speaking (Andraeni et al., 2023). Setyaningsih even found that intensive virtual learning is closely related to improvements in speech delivery skills (Setyaningsih, 2023).

Speech competence is influenced by various linguistic and non-linguistic factors that complement one another. Linguistic factors include clear pronunciation, varied intonation, appropriate word choice, coherent sentence structure, and organized and relevant speech content. These aspects ensure that the message is effectively delivered and easily understood by the audience. Meanwhile, non-linguistic factors involve physical appearance, self-control, and impactful opening and closing techniques. Other influencing elements include experience, public speaking habits, environmental conditions, cultural background, age, motivation, attitude, knowledge level, and interest and speaking ability. The synergy between these factors determines how well one can persuasively and engagingly communicate ideas in public (Juaningsih, 2017; Mutohhari et al., 2021; Simarmata et al., 2022; Yandi et al., 2023). Moreover, the development of information technology and social media has affected this skill (Budijanto et al., 2022; Cahyanti &

Kurniawati, 2020; Suprpto, 2021). Family support and school environment are also important in developing this competence (Simarmata et al., 2022).

Nevertheless, according to Mutahhari, various difficulties remain due to the complexity of factors involved in speech competence, including school and cultural environments (Mutahhari et al., 2021). As the capital city, Jakarta is at the forefront of technological, civilizational, and educational advancements. Therefore, it is particularly relevant to explore the speech delivery abilities of high school students in this city. This article will review the speech competence profile of Jakarta's senior high school students based on various aspects such as speech structure, language use, nonverbal expression, and the factors influencing speech quality. Additionally, the study will explore how students' learning experiences influence their public speaking skills. It is expected that the findings will serve as a reference for educators to develop more effective teaching methods for enhancing students' speech delivery skills, as well as provide opportunities for further research and development.

Based on the previous explanation, the formulation of the problem in the research is as follows:

1. What is the profile of public speaking skills among senior high school students in Jakarta, based on speech structure, language use, nonverbal expression, and other factors?
2. What are the internal and external factors that influence the public speaking abilities of senior high school students in Jakarta, including self-motivation, speaking experience, and social support?
3. How does the utilization of technology impact the enhancement of public speaking skills among senior high school students in Jakarta?
4. What role do school environment, family, and teachers play in supporting the development of public speaking competence among senior high school students in Jakarta?

Speaking Skills

Speaking skills are one of the core competencies in language learning, holding significant communicative and social functions. According to Tarigan, speaking skill is the ability to effectively convey thoughts, feelings, and ideas orally to others (Tarigan, 2021). This skill includes linguistic aspects, such as diction accuracy, sentence structure, and speech fluency, as well as non-linguistic aspects, such as facial expressions, gestures, intonation, and voice volume (Purwadi & Yulistio, 2023).

In the context of speech learning at the secondary school level, this theory becomes particularly relevant, as speechmaking represents the highest form of formal speaking skill. Public speaking demands not only content mastery but also the ability to deliver it convincingly, engagingly, and by public communication norms. Thus, developing public speaking skills must involve training in constructing logical speech structures, using appropriate and varied language, and mastering technical skills such as articulation, word emphasis, and speaking tempo.

Good speaking skills enable students to become active communicators, able to confidently convey ideas and build positive social relationships. Therefore, in the innovative instructional model to be developed, this theory of speaking skill serves as the foundation for designing comprehensive learning strategies that include content planning, pronunciation practice, and the use of nonverbal expressions to support message delivery.

Public Speaking Skills

Public speaking is a vital form of oral communication in education, professional, and social contexts. This skill involves not only verbal delivery of information but also reflects how effectively a speaker can engage, clarify, and persuade an audience. In practice, public speaking encompasses several components such as language mastery, clear articulation, use of vocal intonation, eye contact, facial expressions, and emotional control. All these work simultaneously to produce effective message delivery (Carnegie, 2018).

According to Lucas and Stob, public speaking is a structured communication process designed with specific goals for a particular audience. This implies that public speaking requires planning, strategy, and proper techniques cannot be done spontaneously. Success in public speaking is determined by the speaker's ability to integrate verbal, vocal, and nonverbal elements. Appropriate and logically structured word choices must be supported by clear articulation, varied vocal intonation, and supportive body language. Without a balance among these three elements, the message often loses its communicative power (Lucas & Stob, 2020).

One of the main obstacles in public speaking is anxiety or fear of speaking in front of others, known as public speaking anxiety, a form of social anxiety. This condition can directly affect performance and self-confidence (Hasibuan & Irzawati, 2020). Anxiety often causes disorganized thoughts, stammering, or loss of control over body language. Research by Megawati and Apriani shows that the higher a person's anxiety level, the lower their speaking performance (Megawati & Apriani, 2023).

Interestingly, technological advancements have opened new opportunities for helping individuals manage this anxiety. A study by Rahmawati et al. found that the use of Virtual Reality (VR) in public speaking training successfully provided realistic speaking simulations. Through such technology, students can practice delivering speeches in front of virtual audiences in a controlled and safe environment, gradually overcoming fear, building confidence, and adapting to the pressures of public speaking (Purnamasari et al., 2023).

Demographic factors also influence speaking anxiety levels. Gender, educational background, and academic level are correlated with anxiety levels (Lintner & Belovecová, 2024). These findings indicate that women, non-binary individuals, and undergraduate students tend to experience higher anxiety levels compared to others. These findings highlight the importance of adopting learning approaches that are responsive to individual characteristics and needs. Uniform approaches that ignore personal differences may cause undue stress and fail to support skill development effectively.

To address these challenges, various intervention techniques have been introduced, one of which is systematic desensitization. This technique involves gradual exposure to anxiety-inducing situations while simultaneously training relaxation techniques. According to Izzah and Sa'idah, this method is effective in significantly reducing students' speaking anxiety. By providing progressive practice opportunities—from small group discussions to classroom presentations—students are guided to build confidence step-by-step. Reinforced by teacher feedback and emotional support, public speaking training evolves beyond cognitive development into affective reinforcement as well (Izzah & Sa'idah, 2023).

A deep understanding of public speaking skills and the factors influencing them provides clear direction for curriculum designers and educators. A successful approach should focus not only on mastering material but also on boosting self-confidence, managing emotions, and integrating technology as a training medium. With a more

humanistic, student-centered approach, public speaking can become a 21st-century skill that is not only taught but truly instilled and mastered through sustained effort.

Speech Skills

Speech skills are an essential form of oral communication to be developed in educational, social, and professional contexts. These skills serve not only to convey information but also to shape character, influence public opinion, and build confidence. Delivering a speech requires critical thinking, the ability to logically organize ideas, and the skill to deliver a message in an engaging and persuasive manner. In education, speech skills are part of oral literacy that must be cultivated to enable students to articulate their thoughts clearly and effectively before an audience.

Conceptually, speech skills involve the integration of cognitive, linguistic, and performative aspects. The cognitive aspect relates to content mastery, topic comprehension, and structured thinking. The linguistic aspect encompasses appropriate word choice, well-structured sentences, and correct grammar in formal contexts. Meanwhile, the performative aspect involves intonation, facial expression, eye contact, and gestures as nonverbal communication to strengthen the spoken message. These three elements must work together to produce an effective and memorable speech.

Recent research highlights the importance of pedagogical approaches in developing speech skills. Viora, Surya, and Marta emphasize the effectiveness of the extemporaneous method—delivering a speech without reading a full script but referring to a planned outline—in developing students' rhetorical abilities. This method helps students think on their feet, maintain a logical flow, and respond flexibly to audience reactions. Their study shows that students trained in this method improved significantly in articulation, content mastery, and confidence (Viora et al., 2023).

In higher education, speech skills can also be enhanced through the integration of speech techniques into monologue-based learning. Haerudin et al. found that language education students, using speech techniques—such as structured speech introduction, expressive delivery training, and adapting language style to the audience—improves speaking quality. Student performance scores in fluency, content structure, and communication effectiveness increased after being exposed to speech-based instruction.

Speech skill development is also introduced in nonformal environments. For instance, speech training for Islamic boarding school students (santri) shows that these skills can be cultivated early within community-based settings. Syaifullah et al. reported that such training significantly boosted the students' confidence in delivering public talks or sermons. Despite limited prior exposure, students showed progress in content structure, expressive delivery, and audience engagement. This finding highlights the role of a supportive environment and contextualized training in developing speech skills (Haerudin et al., 2021).

Overall, speech skills are not innate talents but competencies that can be nurtured through consistent practice, guided training, and constructive feedback. Key elements in developing these skills include delivery strategies (such as extemporaneous and impromptu speaking), nonverbal elements, and the creation of a safe and supportive learning space.

As times evolve, integrating technology and multimodal approaches becomes increasingly important. Using visual aids, sample speech videos, and public speaking simulation apps helps students develop techniques and build confidence in structured and engaging ways. In the digital era, speech skills are applied to online platforms, including virtual presentations, vlogs, and webinars, which require adapting from conventional to digital formats while maintaining effective communication.

In conclusion, speech skills hold broad and critical importance in shaping individuals capable of critical thinking, persuasive expression, and confident public presence. Education must play an active role in designing curricula, methods, and learning environments that comprehensively and sustainably foster these skills.

Method

This study employs a descriptive method with a mixed methods. The qualitative approach used to portray and analyse the profile of high school students' public speaking skills in Jakarta. The qualitative approach enables the researcher to explore data more profoundly, considering the social, cultural, and pedagogical contexts that shape the development of students' speaking skills. The descriptive method is employed to gain an in-depth understanding of students' speaking abilities within the classroom learning context, as well as to identify the various factors that influence their speech performance.

The research involved 609 senior high school students in Jakarta. Data was collected through questionnaires and interviews with both teachers and students. The data were then analysed using data triangulation by comparing the results of interviews and document analysis. Through triangulation, the researcher ensured that the collected data mutually supported each other, thus yielding stronger and more reliable findings.

Results and Discussion

Public speaking is one of the essential skills for shaping students' communication competencies in the 21st century. However, the results of this study indicate that this ability remains a significant challenge among senior high school students, particularly in the Jakarta area. Based on data obtained from a questionnaire distributed to 609 high school students, as well as in-depth observations and interviews with students and teachers, several issues were identified that hinder the practical mastery of public speaking skills. These problems encompass three main aspects: verbal, non-verbal, and psychological, each of which is interrelated in forming comprehensive oral communication competence.

Verbal Aspects

Verbal ability serves as the foundation of public speaking skills. However, findings reveal that most students struggle to organize ideas systematically. The structure of their speeches often lacks coherence, with ideas presented in a disorganized manner and no clear logical flow. Moreover, their limited vocabulary and inappropriate word choices result in speeches that resemble casual conversations rather than persuasive formal communication. Questionnaire data on the use of structured formal language in speech indicates that only 11% of students consistently use proper structure. Meanwhile, 44% use it occasionally, 41% rarely, and 3% never use formal language at all.

This is supported by interview findings. One student stated, "I often get confused choosing the right words, so sometimes my speech sounds like ordinary chatting." This statement reflects a limited understanding of dictions suitable for public speaking contexts. In addition, many students reported difficulty in maintaining appropriate vocal intonation, often speaking too fast or too slow, which affected their ability to engage the audience.

Non-verbal Aspects

In addition to verbal skills, non-verbal aspects of public speaking are still not well mastered by students. Observations and interviews revealed that most students do not fully understand the importance of facial expressions, gestures, and eye contact in enhancing speech delivery. One student confessed, "I feel embarrassed making eye contact with the audience, so I usually look down or just read from the script." This highlights a significant lack of confidence in using non-verbal cues.

Many students were unaware of when and how to use appropriate hand gestures to reinforce their spoken messages. A student commented, "I don't know when to move my hands, so I just stand still." This lack of awareness regarding the function of body language makes their speeches appear stiff and uncommunicative. In effective oral communication, non-verbal elements reinforce messages, build emotional connection with the audience, and maintain presentation dynamics. Neglecting this aspect can diminish message impact. The questionnaire further supports this, showing that only 11% of students consistently used non-verbal support, while 41% used it occasionally, 18% rarely, and 5% never used it at all.

Utilization of Multimodal Media

Another significant finding is the limited use of multimodal media in speech learning. Although technologies such as images, audio, and video have been introduced in language instruction, their application in public speaking remains minimal. Most students are unaware of how these media can reinforce messages, enrich content, and capture audience attention.

Questionnaire data on the use of multimodal support during speech learning shows that only 6% of students consistently used such support, 41% used it occasionally, 27% rarely, and 6% never used it. In today's digital era, the ability to incorporate visual and audio elements in speech presentations is a crucial competency. When used appropriately, multimodal media allow students to communicate ideas more convincingly and interactively. The lack of training in this area reveals an urgent need for speech instruction that goes beyond text-based approaches to include visual and technological communication dimensions.

Students' Expectations for Speech Learning

In interviews, students expressed their desire for more effective and contextual speech instruction. They hoped for more concrete and practical guidance in word choice, vocal modulation, and the use of facial and bodily expressions. Students also wished for more enjoyable and less stressful learning methods.

One student shared, "It would be easier if we could learn by practicing directly and watching good speech videos." This reflects their need for applied learning methods involving hands-on experience and attention to visual-auditory learning styles. They also desired interactive learning environments where they could practice progressively and build confidence without excessive pressure.

Teachers' Perspectives and Current Limitations

Teacher interviews revealed that current public speaking instruction remains highly conventional. The focus is often limited to memorizing texts and verbal delivery, with little attention paid to non-verbal elements. Teachers mostly assign tasks that involve reading or memorizing speeches, without providing intensive training in intonation, facial expression, or gestures.

Moreover, opportunities for real speaking practice are limited due to time constraints and curriculum demands. Assessments tend to emphasize grammar and sentence structure, while performance and non-verbal communication are often neglected. As a result, students receive insufficient feedback on their overall speaking abilities.

More concerningly, teachers admitted that there is still no structured learning model specifically designed to develop students' public speaking skills. The absence of comprehensive teaching strategies has led to fragmented and unfocused speech instruction. This is one of the main factors behind students' low competence in public speaking.

Psychological Aspects: Confidence and Anxiety

Regarding students' readiness and confidence in public speaking, only 13% of respondents felt truly prepared, while 29% were frequently ready, 39% said it depended on the situation, 29% were rarely ready, and 4% never felt ready. This reflects their lack of belief in their public speaking abilities or insufficient competence in content delivery. This uncertainty stems from anxiety experienced before speaking in public.

In terms of fluency, only 3.3% of respondents reported that they were always speaking fluently, 20.2% said they often did, 51.51% were occasionally fluent depending on the situation, 23.23% were rarely fluent, and 3.3% never felt fluent. This relates to their lack of confidence in their abilities and content knowledge.

Psychological barriers significantly affect students' ability to speak in public. Many experience fear, embarrassment, and lack of confidence when addressing an audience. Unfortunately, current teaching approaches have not yet provided adequate support to overcome these issues. Teachers have not implemented strategies to help students manage public speaking anxiety.

During interviews, some students stated they felt extremely nervous before presenting, causing mental blocks and difficulty recalling speech content. This severely affects their performance. Therefore, learning strategies that foster psychological resilience, such as relaxation techniques, positive visualization, and constructive feedback, are urgently needed.

The Need for an Innovative Learning Model

These findings strongly indicate that public speaking instruction among high school students requires deep transformation. Students' inability to construct and deliver effective speeches, whether due to language structure, non-verbal use, or psychological obstacles like anxiety and low confidence, clearly suggests that existing teaching approaches do not meet their needs comprehensively. Thus, there is a pressing need for an innovative, multimodal, and practice-oriented public speaking learning model.

Such a model should be developed with a comprehensive understanding of public speaking as a communicative skill that integrates verbal, non-verbal, and psychological readiness. Instruction must go beyond textual content or reading techniques and adopt strategies that actively and progressively train students. Practice activities should be structured in stages—from small group speaking, to classroom simulations, to public speaking in larger forums. This gradual approach allows students to build confidence and internalize speaking skills naturally.

Furthermore, speech learning must make optimal use of technology. In the digital age, speaking skills cannot be separated from the use of visual and audio media.

Therefore, the new model should encourage students to explore and utilize digital presentations, interactive videos, and online platforms that can help visualize their ideas during speeches. Combining visuals, sounds, and even animations strengthens message delivery, makes content more accessible, and captures audience attention. In this regard, multimodality is not merely a complement but an integral part of modern communication.

Speech instruction should also provide realistic speaking experiences. Students need to face real-life speaking situations where they interact with actual audiences and communication challenges. Classroom speech contests, open presentations, or discussion forums can serve as platforms to develop adaptability and speaking courage. Such environments support both theoretical and applied learning of communication skills.

Simultaneously, students' psychological well-being must be prioritized. Many students with strong speaking potential are hindered by fear, anxiety, or low confidence. Therefore, the new learning approach must be supportive, creating a safe space for self-expression without fear of judgment. Teachers should integrate psychological reinforcement strategies such as breathing exercises, positive affirmations, and self-reflection. This helps strengthen students' emotional resilience and gradually reduce psychological barriers.

Lastly, teachers must provide comprehensive and constructive feedback. Speech evaluation should not be limited to language structure or content but must also assess performance, intonation, eye contact, facial expression, and emotional engagement. Feedback should be positive, proportional, and improvement-oriented, encouraging students to continue developing without fear of failure.

By implementing a holistic and innovative learning model, students will not only be able to construct and deliver speeches effectively but also speak with confidence, persuasion, and inspiration. Public speaking will no longer be viewed merely as a formal activity, but as a means of personal growth, fostering communicative, creative, and reflective character. In the long term, these skills will significantly contribute to students' academic, social, and professional success.

Conclusion

The results of this study indicate that high school students in the Jakarta area continue to face various complex and multidimensional challenges in mastering public speaking skills. Limitations in the verbal aspect are evident in the weak organization of ideas, inappropriate diction, and monotonous, unconvincing intonation. On the other hand, non-verbal elements such as eye contact, facial expressions, and gestures have not been fully utilized to support effective communication. Additionally, psychological factors such as anxiety, shyness, and low self-confidence further hinder students' mastery of public speaking.

These issues are exacerbated by the persistence of conventional teaching approaches that emphasize text memorization and offer limited opportunities for practical training, media utilization, and psychological reinforcement. The absence of a specifically designed instructional model for public speaking has led to students receiving insufficient guidance in developing effective and persuasive oral communication skills.

Therefore, there is an urgent need to develop innovative, multimodal, and practice-oriented public speaking learning models. Such a model must systematically integrate verbal and non-verbal training, make optimal use of digital media, provide practice spaces that simulate real-life speaking situations, and offer ongoing psychological support for students. Through this approach, students will be able to develop public speaking skills

comprehensively—not only in terms of technical delivery but also in terms of mental readiness and the ability to convey messages persuasively before an audience.

Implications

The findings of this study have significant implications for the development of Indonesian language instruction at the senior high school level, particularly in strengthening speaking competence. Teachers, as facilitators of learning, need to design more creative and responsive strategies and approaches that cater to students' needs. This includes preparing more practical and contextualized speech materials, providing varied practice opportunities, and leveraging digital media to support students' communication skills.

Moreover, the implications of this research extend to the importance of curriculum development that is more open to multimodal and project-based approaches. A curriculum that encourages collaboration, media exploration, and real-world simulations will foster students' confidence and speaking abilities more authentically.

For researchers and education developers, the results of this study may serve as a foundational reference for designing a comprehensive model for public speaking learning. Such a model is expected not only to serve as a practical guide in educational settings but also to contribute to the development of speaking instruction theory that is more adaptive to contemporary dynamics.

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