Extracurricular Public Speaking Activities on the Development of Self-Confidence of Elementary School Students

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ABSTRACT

Extracurricular is an effort made by SD Muhammadiyah PK Baturan to support the talents of its students, one of which is extracurricular public speaking. Researchers are interested in discussing extracurricular public speaking activities because public speaking skills have various benefits that are useful for students. The purpose of the research is to describe extracurricular public speaking activities to develop students' confidence level for the better. This research is a type of case study research with data collection techniques using the triangulation method. The data obtained was analyzed using the Miles and Huberman model. This research was conducted at SD Muhammadiyah PK Baturan with the research subject of students who participated in extracurricular public speaking. The results of this study indicate that extracurricular public speaking activities have high enthusiasm from students. Although there are several obstacles in its implementation such as feelings of shyness and low levels of student confidence, extracurricular public speaking activities need to be carried out because they have a positive impact on developing students' self-confidence.
Keywords: Extracurricular; Public Speaking; Self-Confidence

ABSTRAK

Ekstrakurikuler adalah upaya yang dilakukan SD Muhammadiyah PK Baturan untuk mendukung bakat siswanya, salah satunya adalah ekstrakurikuler *public speaking*. Peneliti tertarik untuk membahas kegiatan ekstrakurikuler *public speaking* karena kemampuan *public speaking* memiliki berbagai manfaat yang berguna bagi siswa. Tujuan penelitian adalah mendeskripsikan kegiatan ekstrakulikuler *public speaking* untuk mengembangkan tingkat rasa percaya diri siswa menjadi lebih baik. Penelitian ini merupakan jenis penelitian studi kasus dengan teknik pengambilan data menggunakan metode triangulasi. Data yang diperoleh dianalisis dengan menggunakan model Miles dan Huberman. Penelitian ini dilaksanakan di SD Muhammadiyah PK Baturan dengan subjek penelitian siswa yang mengikuti ekstrakurikuler *public speaking*. Hasil dari penelitian ini menunjukkan bahwa kegiatan ekstrakurikuler *public speaking* memiliki antusias tinggi dari siswa. Meskipun terdapat beberapa hambatan dalam pelaksanaannya seperti perasaan malu serta rendahnya tingkat kepercayaan diri siswa, kegiatan ekstrakurikuler *public speaking* perlu untuk tetap dilakukan karena berdampak positif dalam mengembangkan rasa percaya diri siswa.
Kata Kunci: Ekstrakurikulier; *Public Speaking*; Kepercayaan Diri

INTRODUCTION

In this era of globalization, the ability to speak in public is one of the important aspects of skills in individual development. A skill is the practical ability, expertise, or proficiency that a person has in performing a specific task or activity. It can involve the incorporation of knowledge, understanding, and practical use gained through experience, practice, and education. Graduate from a variety academic programs require much more than knowledge to be successful practitioners and researchers. In other name students need skills to be professionally competent. (Raj dkk., 2022). This does not only apply to adults, but also to children of elementary school age. One of the platforms to produce students who have skills at school is with extracurricular activities (Sujarwadi dkk., 2024).

Skills can be categorized into different types, including academic, technical, social, creativity, communication and leadership skills. Skill is an action, formed by repetition, characterized by a high degree of comprehension and lack of element-by-element conscious regulation and control (Sydorenko, 2020). Each person has different skill abilities and cannot be compared with one another. Each type of skill has some unique focus and context of use. When a person masters his or her skills, the student will feel more confident and motivated in carrying out his or her tasks, making performing the activity easier. Self-confidence will also provide motivation for the achievement of one's success in solving the problems being faced (Letasado & Muhsam, 2020).

Muhammadiyah PK Baturan Elementary School facilitates all students to develop various skills that students are interested in. The effort made by Muhammadiyah PK Baturan Elementary School is to create an extracurricular activity program to develop students' skills. Extracurricular activities are activities that aim to develop the skills, talents, and potential that exist in students (Patria & Abduh, 2023). Extracurricular activities are a great way for students to develop their interests and abilities (Arizka & Arlina, 2023). Extracurricular activities are activities that are additional to the existing program structure in general, are optional activities. (Salima, 2024) emphasizes that extracurricular activities are carried out to ensure that the potential of students can develop optimally. The implementation of extracurricular activities also needs to be handled seriously in order to produce something according to the vision, mission, and objectives (Shilviana & Hamami, 2020).

Extracurricular public speaking is one of the effective platforms to shape public speaking skills from an early age. Public speaking is an activity that must be taught in schools, especially for children aged 8-10 years because at this age is the right time to do public speaking (Utami & Ardi, 2023). Speaking means saying words or sentences to someone or a group of people, to achieve a certain goal (for example, providing information and providing information) (Maslamah, 2023). The extracurricular activities can be followed according to the interests and talents of the students themselves according to their skills. Especially in speaking skills, namely public speaking. The ability of public speaking is included in the performance so that to be able to speak in public at least one must have knowledge of language (Rahayu dkk., 2022). Public speaking is one type of public speaking ability to convey ideas or ideas well, so that the message can be conveyed well (Pitaloka & Fauzi, 2023). Students who have self-confidence and are able to master speaking skills through public speaking will find it easier in later life. According to (Darsih dkk., 2023), Public speaking learning training is useful to improve the

way students communicate, increase student confidence and can improve memory ability in thinking.

Public speaking is a form of communication art that is included in public speaking skills. Good public speaking skills are essential for a person's relationship development, educational achievement, and career success (Wang dkk., 2020). Public speaking can be a daunting task for many students, but it can be an essential skill for success in any situation with time and practice (Subhan dkk., 2023). The introduction of public speaking to students must be done according to their age level. The introduction of public speaking to elementary school students can be done by involving students' personal lives. Students' unique personal lives can stimulate the orator's communication skills and can make the audience interested in listening (Oktavianti & Rusdi, 2019). But students who have speaking skills are not necessarily able to speak in public. There are several factors that cause these speaking skills to be lost, one of which is the loss of self-confidence. Meanwhile, self-confidence can grow and develop with continuous, consistent, and sustainable practice (Widyaningrum & Hasanah, 2021).

Public speaking have many benefits ,one of them is students tend to practice other skills rather than practicing speaking skills because they assume that speaking is an integral part of language arts (Dwiyanti & Budiarti, 2023). The other benefits of public speaking is rapport building and networking in professional as well as social contexts (Arushi dkk., 2022). Public speaking has been identified as a crucial skill in education (Regnell, 2023). Speaking skills will support students' confidence to actively speak during the learning process (Wati & Utami, 2022). Therefore, this research will further examine how extracurricular public speaking activities carried out at Muhammadiyah PK Baturan Elementary School can be a way of developing students' self-confidence. Self-confidence is a key aspect in the development of student confidence that can affect academic achievement and interaction skills.

Some research related to extracurricular public speaking has been done before. Research conducted by (Jamaludin dkk., 2023) that discusses public speaking in part of determine character development through public speaking in students. The other research that conducted by (Dwiyanti & Budiarti, 2023)that has been titled *Hambatan Public Speaking Siswa Sekolah Dasar Kelas Tinggi : Sebuah Kajian Literatur Pendahuluan Metode Penelitian* that focused to find out the inhibiting factors of public speaking in elementary school, due to the lack of self-confidence in students ((Dwiyanti & Budiarti, 2023). Third, research conducted by Aliyah who found there is a significant effect of extracurricular public speaking activities on the communicative character of students in forth-sixth grade MI Darul Fikri Bringin Kauman Ponorogo (Aliyah dkk., 2020). Other research that conducted by Mahmudah contains the effort to motivate students to be skilled in speaking in front of the class or when participating in competitions. The results of some of these studies show that not all students are able to speak well in public and cannot attract the audience to listen, and extracurricular public speaking activities have a significant influence (Mahmudah, 2023). This is due to several factors including lack of confidence, fear of failure, and no prior preparation.

Based on some of the results of these studies, the difference between this research and previous research lies in the focus of the research. In the previous study, it only focused on the inhibiting factors and confident characters of elementary school students. Whereas in this study the intended focus is on how extracurricular public speaking activities to develop elementary school students' self-confidence. In previous studies, extracurricular public

speaking activities have not discussed students' self-confidence, so this research is important to do. Therefore, the research focuses on describing extracurricular public speaking activities to develop students' self-confidence for the better.

METHODS

Type and Design

The main approach taken in this research is a qualitative case study. Case study is an empirical method that investigates a contemporary phenomenon or case in depth and in a real-world context, which is used especially when the boundaries between phenomenon and context are not clearly visible according to Robert K. Yin in (Nurahma & Hendriani, 2021). The qualitative case study approach in this study was used to find out the extracurricular public speaking activities carried out at Muhammadiyah PK Baturan Elementary School, Karanganyar. Qualitative research is a research method that focuses on a deeper understanding of a problem. This approach considers the problem in detail without prioritizing generalization for research (Siyoto & Sodiok, 2015). In accordance with the approach used by this research, the data are in the form of observations, interviews, and documentation regarding extracurricular public speaking. The data text used is in the form of interview quotes with word descriptions. The data sources are extracurricular public speaking teachers and informants who are still relevant in this research.

Data and Data Sources

The subjects in this research are extracurricular public speaking teachers while students who take part in extracurricular public speaking are the research targets. The research subject is a person who is in the research as someone who provides information related to the situation or condition of the research setting. In these extracurricular activities, there is only 1 teacher and 12 students who take part in these extracurricular activities. Students who take part in extracurricular activities start from grade 3 and 6 students. The location used in this research is Muhammadiyah PK Baturan Elementary School located in Baturan Village, Colomadu District, Karanganyar Regency, Central Java Province. The observation method in this study was carried out every Wednesday for 1 month, so that the author would obtain a comprehensive understanding related to extracurricular public speaking activities. Furthermore, this researcher used a structured interview method by providing a systematic interview pattern to dig deeper into information related to activities at Muhammadiyah PK Baturan Elementary School. The documentation method was carried out by taking pictures of anything related to extracurricular public speaking activities such as activity schedules, extracurricular public speaking activities, and supporting infrastructure for these activities. As stated (Pahleviannur dkk., 2022), documents function as a tool for researchers in collecting data or information. This process involves reading letters, announcements, meeting summaries, written statements related to policies, and various other written materials.

Data Collection Technique

The data collection technique in this article employs method triangulation. Method triangulation involves comparing one method with another and checking the interview results against each other (Alfansyur & Mariyani, 2020). Method triangulation in this article is carried out by checking the data obtained from observation, interviews, and documentation regarding

the public speaking extracurricular at SD Muhammadiyah PK Baturan as a way to minimize activities in elementary schools.

Data Analysis

The data analysis of this research employs the Miles and Huberman model. According to Miles & Huberman, there are three types of activities in data analysis: data reduction, data display, and drawing conclusions in (Fadli, 2021).. Data reduction involves summarizing, selecting key points, focusing on important aspects, identifying themes and patterns, and discarding what is deemed unnecessary. Data display, which occurs after data reduction, is carried out in the form of descriptions, graphs, relationships between categories, and similar methods. Drawing conclusions and verification represent the presentation of data from the initiation of data collection, the flow, cause-and-effect/causality, and other proportions.

The data analysis in this article involves several activities. In the initial stage of data reduction, based on data obtained from interviews with several informants and various academic journals, the process involves summarizing, selecting, and focusing on relevant parts in line with the chosen theme. Data reduction is performed by narratively recording data concerning the public speaking extracurricular activities conducted at SD Muhammadiyah PK Baturan. Data presentation involves summarizing the results obtained from the public speaking extracurricular activities aimed at developing self-confidence in elementary school students.

RESULTS AND DISCUSSION

Public speaking extracurricular activities have been held since the new school year 2023 at Muhammadiyah PK Baturan Elementary School, focusing on developing students' confidence and public speaking skills. This extracurricular activity was formed to facilitate students' interest in public speaking, so that this interest can be developed properly. Extracurricular activities are held once a week on Wednesdays from 13.25 to 14.55, utilizing the last two hours of learning. Students are not only given material, but also directly involved in practical projects implemented by extracurricular teachers. Examples of practical projects; at the beginning, students are asked to make introductions, express themselves, and also improve their speaking skills. The importance of hands-on practice is explained with more individual than group activities, this allows students to develop their confidence in a more personalized way for students to be more courageous and act.

Extracurricular public speaking activities have several important aspects that can develop students' self-confidence for the better. There are verbal and non-verbal aspects, both of which are very important to develop students' confidence when practicing public speaking.

Here is a table of the verbal and non-verbal aspects that researchers can observe during the implementation of public speaking extracurricular activities at SD Muhammadiyah PK Baturan :

Table 1. Aspects observed during the implementation of extracurricular public speaking

No	Verbal aspect	Description

1.	Public Speaking Skills	Students who already have self-confidence will demonstrate a high level of fluency, firmness, and clarity in their pronunciation. They will also be able to compose and deliver speeches or presentations confidently. However, students who lack confidence do not show fluency, firmness, and clarity when speaking.
2.	Use of Body Language	Confident students use body language that supports their message with firm hand gestures, attractive facial expressions, and postures that show confidence. But less confident students show body language that tends to be less expressive, less organized hand movements, and postures that show uncertainty.
3.	Quality of voice intonation, volume, and speed of speech when performing	Confident students will exhibit a loud and firm voice intonation, while students who lack confidence will not demonstrate a loud voice and may have improper intonation, making their voices unclear to listen to.
4.	Students use appropriate vocabulary, grammar, and style.	Confident students when performing in front are already able to use good vocabulary, structure, and style of language, thus attracting the audience to listen. Whereas, students who lack confidence appear less appealing to the audience because they have less mastery of vocabulary, structure, and good language.

Based on Table 1, the researcher observed 13 students participating in the public speaking extracurricular activity, but only 9 students were able to master the verbal aspect well. Meanwhile, 5 students have not mastered the verbal aspect well, but these 5 students have shown progress in their self-confidence. The cause of the 5 students' lack of mastery in the verbal aspect of public speaking can be observed when the researcher observes the extracurricular public speaking project activities. The verbal aspect of public speaking includes the ability to speak in public, body language usage, voice intonation, and grammar. These 5 students lack mastery in these aspects. Consequently, the 5 students appear in front of the class showing their lack of confidence by demonstrating hesitancy in their speeches, inappropriate voice intonation, and unappealing grammar.

Table 2. Non-verbal aspects observed during the extracurricular public speaking program

No	Non-verbal aspects	Description
1.	Student breathing control	Confident students can control their breathing well, so there are no students who breathe heavily when practicing as an MCs.

2.	Time Management	Confident students can perform well and manage time appropriately, organizing the material within the time limit effectively. Less confident students appear rushed or, conversely, too slow in time management.
3.	Emotional Response and Psychological Wellbeing	Students who are already confident look confident and emotionally comfortable. Whereas students who lack confidence look uncomfortable, nervous and anxious.
4.	Feedback from Extracurricular Teacher	Teachers give feedback to students who are already confident to strengthen students' confidence. Students who lack confidence get feedback to emphasize on certain aspects that need to be improved.

Based on Table 2, the researcher observed that 13 students were able to master the non-verbal aspect well. These 13 students were seen to master non-verbal aspects including breath control, time management, and emotional response. All students were able to control their breathing, manage their time effectively, and respond to their emotions appropriately.

Based on several aspects that have been explained in the table, it shows that public speaking is not only learning verbal skills, but also involves non-verbal and emotional aspects that will support the formation of students' confident character when performing in public. Public speaking does not only focus on spoken words but also students' breathing control (Oktavianti & Rusdi, 2019). Public speaking ability requires good vocal processing, namely how to adjust the voice so that the voice can be heard well, clearly, easily understood as well as with good breathing so that the delivery process can take place effectively (Safitri dkk., 2023). The ability to speak in public can also make students more confident (Kartikawati, 2020). Students' self-confidence will be formed when students have this confident character. Self-confidence is important for student because the most important predictors of metacognitive awareness is self confidence (Bozgün & Akin KöstereliOğlu, 2023).

However, there are also some students who do not have self-confidence. Students who do not have self-confidence tend to be passive in participating in extracurricular activities. Students cannot master verbal and non-verbal aspects if they do not have self-confidence. These students will feel nervous, embarrassed, and afraid when performing in front of the class. As stated (Alpian dkk., 2020) Self-confidence in these students, among others, can be seen when students are nervous every time they answer the teacher's questions, nervous when performing in front of the class, students do not dare to look forward when the teacher teaches, some even dare not go to school. Students who have low self-confidence have shy behavior, are unable to express their opinions, feelings and thoughts to others, so they have difficulty speaking in public and discussing with others (Perdana, 2019).

Public speaking extracurricular teachers train students who participate in these extracurricular activities with full responsibility and understand the character of each student. Teachers must know the character of each student in the class, of course, the character of students in the class varies, such as there are students who are active and passive, confident,

shy, responsible, brave, disciplined, and have a good attitude (Putri dkk., 2020). Training is not only about providing material, but also paying attention to verbal and non-verbal aspects. Students who take part in extracurricular activities are very interested in the material and activities provided by extracurricular teachers. This is a form of student participation in participating in extracurricular public speaking activities. This statement is in line with (Khairunnisa dkk., 2018), forms of student participation in participating in activities by giving opinions when activities take place, attending and participating in activities carried out, doing various exercises ordered by the teacher or coach.

Main element of communicative competences is the ability to speak publicly (Ivanova dkk., 2020).The main purpose of this extracurricular public speaking is to hone students' self-confidence. Self-confidence is a belief in oneself in terms of behavior, emotions, and spirituality that comes from conscience to be able to do everything according to one's ability to fulfill life's needs in order to live a more meaningful life (Tanjung & Amelia, 2017). Self-confidence is an attitude that must be instilled in students, so that they are more free, brave in acting and expressing ideas in learning (Syarif dkk., 2021). Strengthening self-confidence through extracurricular activities is considered as a provision to prepare students to face future challenges. The loss of self-confidence in students can lead to the loss of the next generation of the nation (Ainurrohman & Minsih, 2022).

Extracurricular public speaking activities at Muhammadiyah PK Baturan Elementary School have the aim of developing students' skills. First, it helps develop public speaking skills, which is an important communication skill in daily life and the future. Second, it can increase students' self-confidence as they learn to convey their ideas and opinions clearly. Third, it can stimulate students' interest in various topics and increase their courage to participate in social activities. Public speaking is an example of soft skills or abilities outside of academics (Dwiyanti & Budiarti, 2023). Public speaking is important for elementary school students because many students are actually capable of speaking in public but are afraid to do so. Even, speaking in public is the most commonly reported fear in the general population (Gallego dkk., 2022). Apart from that, public speaking skills also have a good influence on students' language skills such as language fluency, linguacultural coherence and cohesion, grammatical and lexical accuracy (Zhussupova & Shadiev, 2023)

In addition, extracurricular public speaking activities can help practice problem-solving, research and organizational skills, all of which have a positive impact on students' academic development . Overall, extracurricular public speaking can make a valuable contribution to the development of students' interests, talents and academics at the primary school level. Public speaking skills is the need of the hour, training students on this area is very essential as it will catalyse their career opportunities (Ayesha, 2021). Extracurricular public speaking activities are one part of supporting self-confidence and learning motivation, this is shown by the variety of basic skills of students who are not confident and have not been able to speak in front of their friends so that student categorization is made so that among them their development can be known (Nugraha, 2023). This extracurricular activity is a place where students can hone their public speaking skills, build confidence, and dare to speak in public. Thus, participation in extracurricular activities is not only about achieving achievements in certain fields but also about shaping character and skills that are useful throughout life.

CONCLUSIONS

Extracurricular public speaking can make a significant contribution to the personal and academic development of elementary school students. It not only serves as a means to develop specific skills but also as an effective tool in shaping students' personalities and increasing their self-confidence. This study encountered several challenges such as feelings of shyness as well as low levels of self-confidence by students. The limitation of this study is that it is only limited to examining public speaking on aspects that can be observed directly. Another limitation of this study is that it only observed a limited number of subjects so that the results of this study may be different if the number of subjects is more. The researcher's recommendation for future research is to be able to measurably examine the level of success of extracurricular public speaking on students' academic achievement or examine the relationship of students' public speaking skills to student learning outcomes.

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