THE INFLUENCE of PUBLIC SPEAKING BARRIERS at the UNIVERSITY LEVEL

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ABSTRACT

Public speaking is the art of verbal communication in public as the process of delivering a speech effectively by involving the listener (audience) However, this art of communication is often faced with various obstacles that can affect the quality and effectiveness of the message conveyed. This research suggests 10 obstacles in public speaking and the results of the research show that among these 10 obstacles that are often encountered are repeated use of the word "umm" and unimportant body language. The method used is a survey research method by distributing questionnaires to several students from various universities in Indonesia. This article tries to identify and present the obstacles that female students often experience in speaking in public.
Key words: Obstacles; Public Speaking; and Students.

INTRODUCTION

Public speaking is a necessity that cannot be ignored. In various contexts such as education, economics, business, religion and other fields, the ability to speak in front of a public audience becomes very important. As individuals involved in continuous communication interactions, everyone needs public speaking skills. Many organizations and institutions expect public speaking skills in activities such as negotiations, publications, interviews and press conferences. Therefore, both educators, business people, religious leaders and other professions need to have public speaking skills. It is important to recognize that public speaking is not just a technical skill, but also a reflection of the extent to which a person can overcome fears, manage uncertainty, and articulate ideas clearly and convincingly. Therefore, a deep understanding of these obstacles will provide a solid foundation for designing appropriate learning approaches in the Higher Education environment.

Public speaking is defined as a form of communication carried out in front of an audience with the aim of providing information, convincing or entertaining. In practice, a public speaker has the responsibility to convey information clearly, influence the audience's views or actions, and maintain their interest through entertainment elements such as humor or stories. According to **Viera Restuani Adia** in the book **Becoming a Reliable Public Speaker (2021),** Public speaking is a communication process in front of an audience that aims to provide information, persuade or entertain. Public speaking is also a process that occurs when we speak in front of many people to provide information and influence listeners. According to **Dr. Anna in the book public speaking is smart when speaking in public (2022),** Public speaking is the process of speaking in public or an audience to convey information, entertain and influence the audience.

Public speaking is part of language skills, especially speaking. As a skill, it is not easily accessible to practitioners, it requires a process. In other words, public speaking skills become more fluent and successful if one continually practices them and practices to improve them.

In public speaking there are several methods that can be used when speaking in public are;

a. Impromptu speech, means that someone doesn't do much preparation to convey their ideas. In other words, a public speaker works suddenly.
b. Manuscript speech, means someone can look at the script when conveying their ideas.
c. Extemporaneous speech, means that someone without using a script can convey their ideas more informatively and communicatively. In this case the speaker is free to improvise.
d. Memoriter/Memorizing, means public speaking by memorizing a speech script.

Someone can use these four methods in public speaking. These methods can be used according to needs. Speaking in public certainly has obstacles or challenges that will reduce the speaker's effectiveness in conveying information. Public speaking challenges involve many different aspects that can affect your public speaking abilities. Even though you are mentally prepared and prepared, you still encounter obstacles in conveying it in public. **Rahmalia, N. (2023)** added that your public speaking or presentation will not be considered good if the content delivered is not appropriate for the audience. Even though you have prepared carefully, content that is not suitable for your audience will be considered uninteresting, and people will not listen. As a result, this method is often not used in public. "However, this method can only be used by experienced people, because using the method requires knowledge of the language. Of course, if the speaker is not knowledgeable, there is a risk that the conversation or topic presented will fall apart, causing unorganized thoughts and ideas to become chaotic and scattered. **Kurnia, F. (2023) in "Public Speaking: Definition, Methods, Benefits, Goals and Tips."**

Based on these problems, the author aims to determine the factors inhibiting public speaking at the tertiary level, due to lack of self-confidence as the main factor. On the other hand, there is wasteful use of language (not really used), using the word "hmm", and so on. This needs to be studied because it will greatly impact skills and communication in the future. It is hoped that the results of this research can provide an overview and information regarding barriers to Public Speaking in Higher Education.

METHOD

In this article, the author uses a survey research method (quantitative method). This method consists of filling out a questionnaire which aims to systematically show the obstacles that are often experienced when speaking in public. This research method is a method carried out using surveys or data collection through research respondents. In this research, respondents will usually be given a questionnaire to fill in the answers to the questions asked by the researcher. The results of this data are facts obtained from the respondents.

RESULTS AND DISCUSSION

Based on a questionnaire via Google form which was conducted online, the author lists 10 common obstacles to find out how often or not they are experienced in the world of Public Speaking, including the following.

Table 1. Types of Barriers in Public Speaking

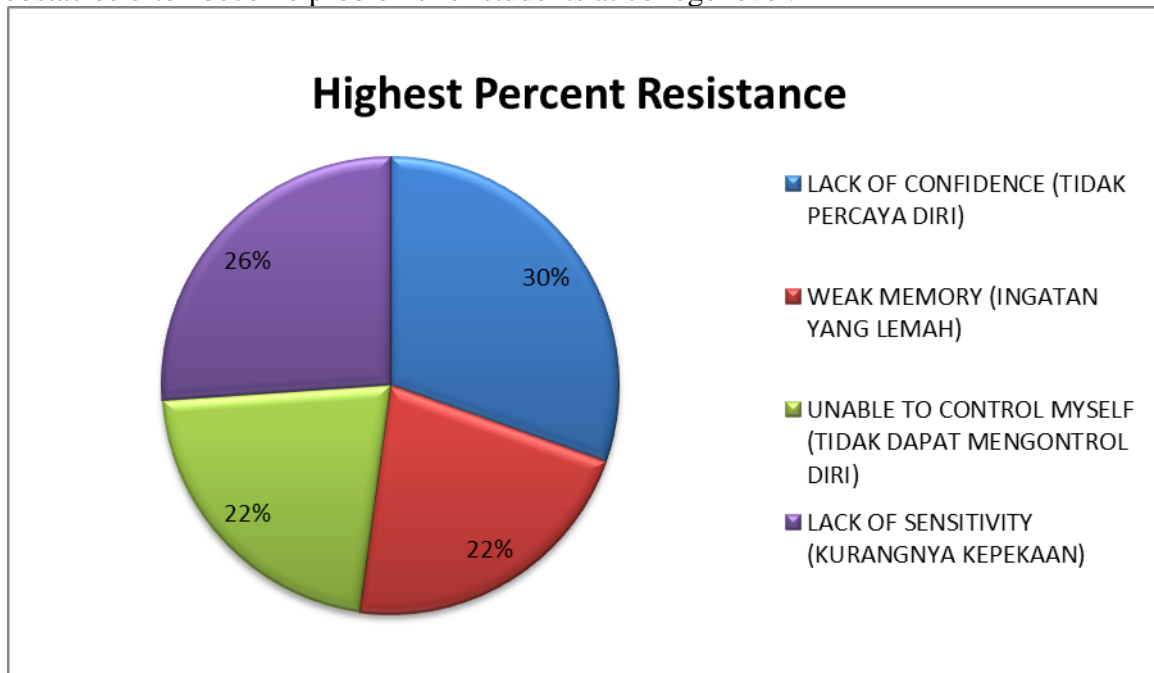| No	Types of Obstacles	Number of Obstacle Types
1	LACK OF CONFIDENCE (NOT CONFIDENCE)	1
2	FEAR (DOUBT)	1

3	WEAK MEMORY (WEAK MEMORY)	1
4	UNABLE TO CONTROL MYSELF (UNABLE TO CONTROL YOURSELF)	1
5	WEAK POWER (WEAK POWER)	1
6	LACK OF SENSITIVITY (LACK OF SENSITIVITY)	1
7	LACK OF LANGUAGE KNOWLEDGE (MINIMUM KNOWLEDGE OF LANGUAGE)	1
8	UNIMPORTANT BODY LANGUAGE (UNIMPORTANT BODY LANGUAGE)	1
9	REPEATED USE OF THE WORD "UMM"	1
10	LOSS OF CONCENTRATION (LOSS OF CONCENTRATION)	1

From the questionnaire, the author received results from 10 respondents with 10 different types of obstacles. This questionnaire contains the types of obstacles and numbers chosen by respondents to indicate whether or not these obstacles often occur when doing public speaking. The numbers consist of 1-5. The lower selected, it indicates that the obstacle rarely or even never occurs. But the higher the number chosen, the more likely it is that obstacles will be experienced frequently. The results of this questionnaire are shown in a bar chart, as follows.
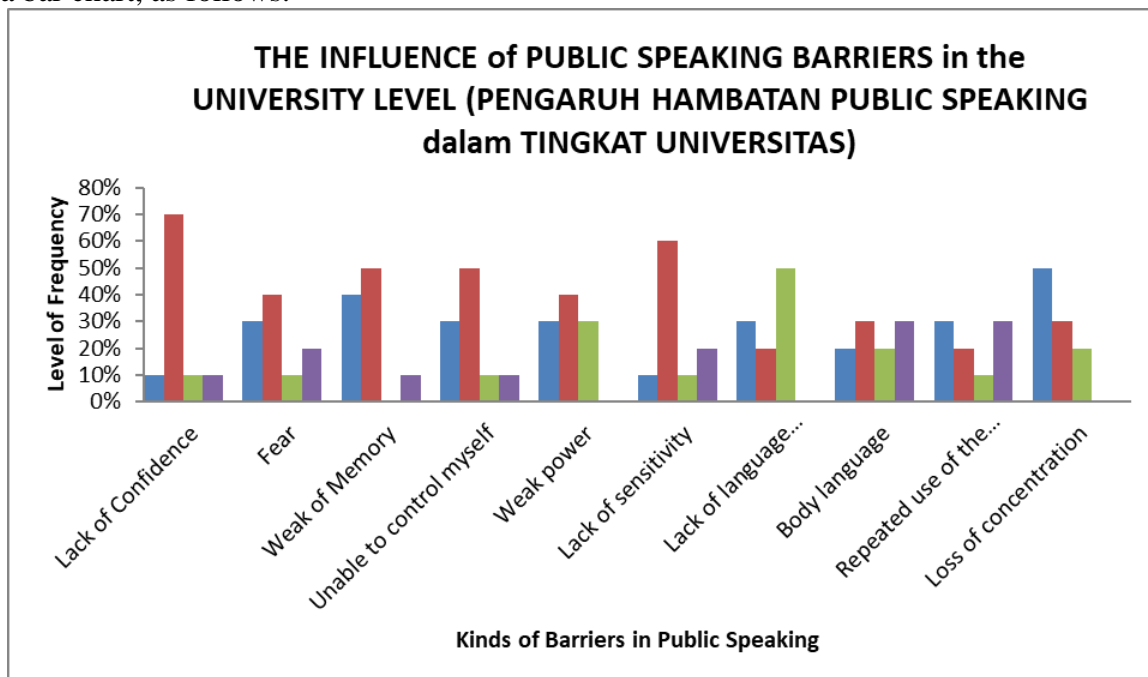
From the bar diagram above, it can be concluded that for each type of obstacle that has been provided by the author through the questionnaire, there are various responses from several respondents. This is evidenced by the level of increase and decrease in the level of the obstacle type (not constant). Each obstacle is given 5 points as an assessment. The lower it is, it indicates that this type of obstacle rarely/never occurs. Meanwhile, the higher it is, this shows that this type of obstacle is often encountered in the world of Public Speaking. So, the author can conclude that of the 10 types of obstacles listed in the bar diagram above, lack of confidence is the type of obstacle that is highly responded to by respondents, namely 70% (7 out of 10 people) chose type number 2. However, this obstacle highest in the low section so that these obstacles are rarely encountered by respondents. Meanwhile, the

highest barrier was lack of language, namely 50% (5 out of 10 people) chose barrier type number 3. So, this barrier is often experienced in the world of Public Speaking. Thus, these obstacles often become problems for students at college level.

Highest Percent Resistance

- LACK OF CONFIDENCE (TIDAK PERCAYA DIRI) — 30%
- WEAK MEMORY (INGATAN YANG LEMAH) — 22%
- UNABLE TO CONTROL MYSELF (TIDAK DAPAT MENGONTROL DIRI) — 22%
- LACK OF SENSITIVITY (KURANGNYA KEPEKAAN) — 26%

Examined from the perspective of a pie chart, it can be concluded that the inhibiting factor when public speaking refers to self-doubt. This can be seen from the presentation results which are more dominant than other inhibiting factors. This shows that students feel less confident because they have not yet accustomed themselves to practicing public speaking before appearing in public. Thus, this makes their public speaking low and unsatisfactory.

Public speaking ability is a skill that has been instilled and developed from an early age because public speaking is keyIt is important in building communication skills, emotional intelligence, integrity, stress management, and recognizing differences in students, thereby increasing competitive attitudes in the future. Apart from that, this ability is one of the soft skills that should be considered in graduates of any level of education. Soft skills are skills or abilities to think, speak, behave and act that exist within a person which can then be developed over time through influence from the environment. When carrying out soft skills learning or training, conditions need to be supported so that the learning itself can be realized. The environment, resources, teaching materials and lecturers are important factors in developing the soft skills possessed by students so they must work together in collaboration to make it happen (Ajeng, 2023). This means that public speaking skills cannot be ruled out. Therefore, someone is obliged to establish close cooperation so that the goals previously set are achieved. For example, a lecturer asks one of his students to read his work according to the text that was discussed at the previous meeting. Then, the lecturer only corrects the shortcomings in the work. Meanwhile, deficiencies or obstacles in conveying the results of the work are found in pronunciation, vocabulary and language structure. Likewise, in Indonesian language courses, students often have difficulty doing public speaking because they are hampered by a lack of good vocabulary and language structure, which causes their confidence to speak in public to be low.

From the results of the analysis carried out on 10 respondents, it shows that the main factor that becomes an obstacle when public speaking is a lack of self-confidence. This is caused by several different factors. Not mastering the material is one of the causes of lack

of confidence in speaking in public. Training and preparing oneself are activities that can be carried out repeatedly with the aim of enabling individuals to understand in detail the material that will be presented by developing it in simple and easy to understand language so that it can produce good results.

CONCLUSION

The research results show that lack of self-confidence is the main factor that hinders students from speaking in public at the tertiary level. Although lack of self-confidence predominated, other inhibiting factors such as less effective use of language, repeated use of the word "umm", and inability to control non-essential body language were also identified. Public speaking ability is considered an important soft skill that can contribute to communication skills, emotional intelligence, and integrity. The learning environment and the role of lecturers play a crucial role in developing this ability, with collaboration between students and lecturers in providing assignments, feedback, and coping. certain obstacles. The results of this research emphasize the importance of preparation and repeated training to improve students' public speaking skills in higher education. The implications of this research provide a basis for developing learning approaches that support public speaking skills, so that students can overcome these obstacles more effectively and improve the quality of their communication.

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