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The Energetic People Development Center (EPDC) Role in Improving Public Speaking Participants Ability Program

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This study focuses on examining the role of the EPDC (The Energetic People Development Centre) program in improving the skills of public speaking participants. The objectives of this study are 1) To describe the role of the EPDC program in EPDC participants; 2) To describe the constraints of the program. This research uses a case study research method. For this research, the object of research is the role of the EPDC. While the subjects of this study were participants of the EPDC (The Energetic People Department Centre). Data collection techniques using interviews. The validity of the research data used data triangulation and source triangulation. After obtaining the data obtained, the results of the study indicate that with a tutor, character, and behaviour turned out to support the success of public speaking skills. The conclusion is the ability of public speaking participants after attending the training given progress.

Keywords: EPDC (The Energetic People Development Center), Participants, Public Speaking.

1. INTRODUCTION

According to Shannon and Weaver every communication int term of human interaction made by a person has ability to influences another person [1]. Good communication makes it easier someone to understand the message given. Furthermore, a person's level of communication abilities will benefit their career and social life. It is inextricably linked to their public speaking abilities. The public speaking ability have important key role in determinants of professional success, competitive advantage, credibility, and a positive reputation, and others [2]. However, not all individuals can do public speaking well naturally. Thus, people require knowledge and practice to do it, which aim to make the speech more focused, quantifiable and well structured. EPDC (The Energetic People Development Center) is a center for human self-development with a mission to help people develop life skills through various seminars or trainings. About hundreds of trainings or seminars have been conducted to date and the modules include public speaking, communication, motivation, sales, leadership, spirituality, self-development, and others. Here, the EPDC program currently developed online over public speaking (PSOL) with seven modules

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available. The modules can be followed according to requires of each individual who wants to develop communication or public speaking. From the module training that was followed, will receive a certificate of the results that the specified conditions are followed. In this study, the researcher will be focused on examining the role of the EPDC program in improving the ability of public speaking participants. The reason of selecting this topic due to the results which obtained by the participants after joined the EPDC program, have changed and improved their speeches or public speaking. Furthermore, objectives of this study is to describe the role of the EPDC and describe the constraints of the EPDC.

2. METHODOLOGY

A. Previous Research

Asmawati Sulaiman and Nur Anisah have discussed the formulation of the problem how the principal's public speaking ability in delivering their speech [3]. Here, the object of the research is the ability of public speaking and the subject of the research is the principal of a public junior high school in Banda Aceh City. This research method uses a descriptive qualitative approach and data collection through observation, semi-structured interviews, and documentation. The results showed that

the five informants conveyed in speeches using polite words/terms/language, spoke neatly and easy to understand, could liven up the atmosphere and interacted well with the audience, and had broad insight in delivering their speeches, and were familiar with the well who their audience. Furthermore, Dyah Nugrahani, Indri Kustantinah, Rr. Festi Himatu K., Larasati, have discusses about how to improve public speaking skills through training methods for members of the Islamic youth communication forum [4]. The object of research has improvement of their public speaking skills. On the other hand, the subjects of research are members of the Gayamsari Muslim Youth Forum (FOKSARI). The results showed that the participants were very interested and there was seriousness from the participants who took part in the series of events held. In addition, Herman from Universitas Gajayana in his thesis "Ability of Public Speaking Training of Samanera and Atthasilani Padepokan Dhammadipa Arama Batu", was discussed about how the ability of public speaking training in samanera and atthasilani hermitage of Dharmadipa Arama Batu have impact from the aspect of implementation and its impact on sermons [5]. In their studies, the object of research is the ability of public speaking and research subjects comes from the several people who practices Buddhism. The research method uses several techniques, including interviews, observations, documentation, discussion forums. For data analysis techniques was carried out using the Miles and Huberman version. To check the validity of this research triangulation techniques was used. The results show that: (1) The ability of Public Speaking of Samanera and Atthasilani Padepokan Dhammadipa Arama batu is still quite not improved and not related with the 3T method (regular, structured, and measurable) in preaching. (2) The effect of an ineffective sermon schedule on the number of novice and atthasilani population at Padepokan Dhammadipa Arama Batu, as well as a lack of awareness of the importance of the role of a novice and atthasilani in participating in public speaking training, a non-gradual public speaking training program [6]. Thus, based on previous research, we provided an overview of the differences and similarities related to previous research in this research, including:

- a. The difference with this study is about the discussion the role of the EPDC program in improving the ability of participants in public speaking. The object of research being the EPDC program and the subject being EPDC participants. The research method used is a case study with a research design including type.
- b. As for the similarities in previous studies with this research, including the similarities in discussing theoretical studies about public speaking.

B. Rhetoric Theory

In this study, the main theory uses rhetorical theory. Rhetoric is a science that has gone through a long history from ancient Greece to modern rhetoric. Etymologically the term rhetoric comes from the Ancient Greek called "rheotica" which means the art of speaking. In addition, in English it is called "rhetoric" which means "speaking or cleverness of speech". Furthermore, in terminology the term rhetoric is known as "the art of speaking" which means "talking or the art of speaking. In simplify the meaning of rhetoric is "a field of science that is related to how to speak that has charm, thus the people who listen can understand and be moved by their feelings" [7]. In addition, according to Rajiyem, the notion of rhetoric can be interpreted as speaking in public (public speaking) [8]. To understand of rhetoric in a narrow sense is only about speaking, while in a broad sense rhetoric is related to the use of language and writing. Sutrisno & Wiendijarti was put the assumptions of the rhetorical theory that refers to Aristotle, as follows [9]:

- a) Effective speakers must consider with their audience.

In this assumption, the relationship between the speaker and the audience must be considered. The speaker considers with their audience during compiling or delivering their speech which aim the audience responds as expected by the speaker.
- b) Effective speakers use multiple evidence in their presentations.

In this assumption it relates to what the speaker does in their preparation during delivering their speech and in making the speech. The evidence referred to the following ways of persuasion:

 - i. Ethos, namely the perceived character and good intentions of the speaker. In addition, it can be known as a source of credibility, which includes competence, feasibility, personal expertise, personality, charisma, attention, sincerity, trustworthiness, etc.
 - ii. Pathos, it is logical evidence or the use of arguments and evidence in delivering the message. It also the discourse used in delivering the message or emotional evidence that persuades people emotionally.
 - iii. Logos, which is emotional evidence or emotions which raised from the audience and can be understood as logical evidence, where arguments are the beginning of formation.

C. Role

In the Dictionary of KBBI (*Kamus Besar Bahasa Indonesia*). The role is defined as a playwright and which is mainly determined by individual characteristics that have distinctive and special characteristics (downloaded from <https://kbbi.web.id/peran.html>).

Roles are behaviors that are expected by a person to occupy a given social position. The expectations of a role that limit individuals regarding what to do in certain situations to fulfill self-esteem or others' respect for the role of the individual [10]. Furthermore, according to Suhardono the role can be explained in several ways, including [11]:

- a) in historically, the role refers to the characterization that is carried out by an actor in a drama stage.
- b) In social science, it means that the role is a function that is carried out by someone when occupying a position in the social structure.
- c) Operationally, explaining that the role of an actor is a limitation designed by another actor, who happens to be both in one appearance. Between the actor and the pair of actors the roles are complementary and interrelated. In a social context, a role does not stand alone without the other.

From the previous study, it can be concluded that the role is the behavior that is expected by someone when occupying a position in the social structure and becomes a shared understanding that guides behavior in everyday life. According to Stephen & Stephan in Nuqul stated that the role has several characteristics, including the role is played by the individual, the role is behavior, what people do in the role can be seen by others and a role can shape the character of the person who plays it, the role is limited by space and time [12]. One person has several roles in his life and plays them every day and several roles appear in a row”.

D. Public Speaking

According to Trim (2010: 2), public speaking is a modern term to describe how someone has the ability to give a speech in public or as a skill considering that not everyone is able and dares to speak in public. Furthermore, according to Pane in smart trust public speaking, it is argued that public speaking has a miracle and a power that will make a person's success in communicating [12, 13]. Meanwhile, according to Handoko the public speaking is a communication in the form of a conversation spoken by someone in public to tell something about a social problem [12, 13]. In addition, public speaking has several special characteristics, including public speaking must be spoken in public; the topics discussed in the conversation relate to the crowd or concern social issues. In public speaking, there are various goals that are carried out by a speaker who carries out public speaking activities including: To tell a story, To share experiences, To inform about a message, and To motivate others to take action [12, 13]

E. Methods and Design

In this research, the case study method used. A case study is a series of scientific activities which carried out in depth about a program, event, and activity, either at the individual, group, institutional, or organizational level to gain an in-depth knowledge of the event [12, 13]. Thus, in this study the researchers tried to describe the role of EPDC in improving the ability of public speaking participants. The research design that is suitable for this study is type III because it is a single case and the unit of analysis is more than one.

F. Research Material

In this research study, research materials are used, including the research object which represented by the role of the EPDC program and the research subjects are the EPDC participants.

G. Data source

In this study, we obtain the observation through two data sources, such as:

a) Key Informants

In this study, the key informant was one person named Dr. Ponijan Liaw as the founder of EPDC who the person in charge of EPDC and tutor. Thus, it fulfills the consideration of the researcher that is still fully involved in the training that is of concern and knows or has various basic information needed in this research.

b) Informants

In this research a purposive sampling technique is used as the informant technique. In this technique, the determination of informants is not based on strata, position, but is based on certain goals and considerations that are still related to the main problems in this study. Thus, the informants were participants from various professions who took the modules that were implemented and were used as sources of informants for this research, amounting to five people. For research informants named David Dave, S.E., Eghie Ferdhian, S.Kom., Retno Woeloepi, Marvella, and Meta Dwi Pramesti.

H. Data collection technique

The technique of collecting data is through interviews. The question of interview has been made structured interviews interview technique. The instrument of data collection was through interview guidelines which contained several questions that had been designed by the researcher. Supporting tools for data collection are tape recorders, notebooks.

I. Data Validity

To obtain the validity of reliable data in this study using source triangulation and data triangulation. Because key informants, informants of evidence documents, as well as interviews several times with the same sources and questions to obtain valid data, this will be used as material to obtain the validity of research data.

J. Data Analysis Plan

A data analysis plan is a process that details efforts to formally identify themes as suggested by the data, as well as efforts to provide assistance to those themes. The main principle of the qualitative data analysis plan is to process and analyze the collected data into systematic, orderly, structured, and meaningful data. So, the procedure carried out in this study is as follows [12, 13]:

a) Organizing data,

In organizing data, the method is repeated by reading the existing data repeatedly. Thus, researchers can find data in accordance with their research.

b) Categorization

Categorization in this research will be carried out by collecting the same code of information and putting it together in reporting.

c) Interpretation

For interpretation in this study, each category of information was interpreted (researchers did interpretation plus supporting references).

d) Answer

Henceforth, there is an analysis plan from this answer that the researcher will use to answer the main problem of the research conducted.

3. RESULTS AND DISCUSSION

Based on the research conducted, the role of the EPDC program in improving the ability of public speaking participants, such as character, behavior, and tutors. With the role of the EPDC program, of course, it will function to guide someone to equip them in people's lives.

A. Character

Character is something that is carried by a person, in order to try to do the best things for himself or others, and make a person's characteristic. This character is also a supporting part when someone does public speaking. According to Mr. Ponijan Liaw said that "If participants are serious about learning how to become a good character, the results will be maximized. Consequently, participants who have good character respect the tutor or teacher. Participants should also take notes on crucial points delivered by both the teacher and the tutor. The objective is to have a somewhat successful training program. In this situation, the character is very important. Be polite, then pay attention, listen. Initiate good characters and make quick success or multiply results. If

he says he doesn't listen, doesn't have a respectful character, his results will not be optimal to the teacher. Therefore, every participant who wants to succeed, they must pay attention to their character when attending class. Not allowed while playing, eating, lying down, listening briefly. The point is they must be serious and focused and give special time to learn this. Furthermore, it is said that this character is important, so I invite them to discuss because someone learns actively in it when discussing, it will relatively understand so that it is faster to remember what was learned during the lesson session ". Meanwhile, according to Meta Dwi Pramesti said that "Character in improving public speaking is very important because it can increase self-confidence in each participant. Thus, they must bring up a confident character when speaking in public." Based on Meta Dwi Pramesti's statement as an EPDC participant regarding the confidence that must be raised in participants. This is also supported by a statement from Munasyirah's research which revealed "During the training process provided with motivation and confidence, the results obtained during the public speaking training period have increased" [13].

From the interview results, it can be seen that character is an important part of participating in the EPDC program, if participants have good character, then the lessons given will be easy to digest and practice. It is appropriate for participants who want to increase their public speaking skills. Participants should be developed good characters such as being serious in participating, not playing games, etc., This is also supported by a statement from Nugrahani, from Universitas PGRI Semarang which revealed that the indicators of success in public speaking training include the enthusiasm of the participants' interest during public speaking training, the seriousness of the participants in participating in the training. In addition, the presence of characters in the public speaking program has a role to be able to make the ongoing training successful. Based on the results of an interview with David Dave as an EPDC tutor, said "the evidence of their success can be seen from them speaking with a much better arrangement". This is also supported by the statement of Meta Dwi Pramesti as a participant of EPDC stating "When speaking in front of people, you can be confident". There was also a statement from Mrs. Retno Woeloepi as a participant of EPDC, saying "The proof is that I calm down after speaking". Regarding the evidence of success, it is certainly supported by the existence of a rhetorical theory related to ethos which consists of good thoughts, good morals, and good intentions. Also, pathos which essentially wants to move to change for the better. Because of these things, if the direction is given with character or good intentions from what is conveyed, it will make the participants in participating in the EPDC program public speaking class they want to move to change for the better, thus making the participants

increase their public speaking skills to the maximum. During the training, I experienced problems in character as expressed by Marvella as a participant of EPDC. Then Meta Dwi Pramesti as a participant of EPDC stated "This unprepared mentality is also an obstacle in public speaking training". Mrs. Retno Woeloepe as a participant of EPDC stated "I think the problem in public speaking training is if there is anxiety in yourself.

B. Behavior

Behavior is the result of various experiences, as well as individual interactions that are manifested in the form of knowledge, attitudes and actions. In this case, behavior becomes an important part of the participants to support improving their public speaking skills. According to Mr. Ponijan Liaw said that "yes, respectful or disrespectful behavior, for example, that participants do in a disrespectful way, surely this kind of participant will not succeed. Why didn't it work, because his own behavior was unpolite? But his behavior is respectful, appreciative, etc. It worked relatively quickly. Because that behavior is visible. Meanwhile, according to Mr. David Dave said that "Behavior is very important, because with that basis, the lessons run easier. And its application is carried out by putting forward theory and practice."

Furthermore, Marvella as a participant of EPDC said that "The behavior is important, because behavior includes body gestures, the way we speak to convince the message we convey. Such behavior is very important in improving public speaking skills. And built with a more appropriate style of speech and language approach depending on who I speak with. In Marvella's statement as a participant in EPDC it is related because this behavior includes body gestures, the way we speak to convince the message we convey. This is also supported by research by Alfiatun which states that teaching gestures is an important part of public speaking. From the results of the interview, it can be seen that behavior is an important part of participating in the EPDC public speaking program. Because if participants in participating in the EPDC program develop behaviors that are essentially positive or contained in the statement of the resource persons above, it will make the participants relatively quickly succeed in increasing their public speaking skills. In her research, Yanti also reveals that a person's attitude or appearance is very influential in public speaking. In addition, the presence of behavior in the public speaking program has a role to be able to make the ongoing training successful. Based on the results of an interview with Mr. Eghie Ferdian as tutor and marketing manager of EPDC, said "The evidence of its success can be seen in the final results of the programs that are followed". This is also supported by a statement from Mrs. Retno Woeloepe as an EPDC participant who said that

"The proof of its success is that communication becomes more comfortable". Marvella continued as a participant in EPDC stating "the proof of my success can be seen from the reduced use of filler words". It ended with a statement from Meta Dwi Pramesti as a participant of the EPDC stating that "I am getting excited to improve my abilities during the training provided". In the evidence of its success, there are several of motivation that are owned in the form of motivation based on the source, namely intrinsic motivation. It is motivation that arises on the person's own volition and extrinsic motivation which is motivation that arises from outside the person's own will. Where intrinsic motivation appears in the participants themselves, they are willing to try to overcome behaviors that are felt to be hindering the development of public speaking skills, so that from this it makes participants improve their public speaking skills.

In addition, extrinsic motivation is occurred in the class the participants themselves who see the abilities of other participants turn out to foster the motivation of the participants themselves to be able to display their best abilities. So that their public speaking skills also increase or when they listen to the directions given and it turns out that the participants themselves are encouraged to emerge. To improve public speaking skills as evidence of success from the statement from Marvella as a participant who said "It can be seen from the use of filler words has decreased" because listening to directions and seeing the abilities of other participants so that they don't want to be left behind in their public speaking skills and try to succeed in joining this EPDC program. During the training, there were problems in behavior as expressed by Mrs. Retno Woeloepe as a participant of the EPDC "With the behavior that is not open during public speaking training, it becomes difficult to direct us so that we do not experience an increase in public speaking skills". Then Marvella as a participant of EPDC (The Energetic People Development Center) stated "In the training that I attended. Where there is no concentration, practice does not get maximum results".

C. Tutor

A tutor is a person who gives direction or guidance to a person or a group in developing knowledge, values, attitudes, skills and professionals independently. To become a tutor, the qualifications and abilities should exceed those of the participants. Where this tutor is also a part of supporting the increasing ability of participants. According to Marvella, "The EPDC tutors who provide training for us can motivate us to participate in this training class. It can guarantee an improvement in our communication. Tutors are well-versed in the subject matter, and they are also fluent in the language. When we use erroneous Indonesian spelling, the instructor will

warn us so that it may be fixed. Any mistakes made by participants will be corrected immediately. Tutors can deliver material clearly and concisely without rambling. The result can speak in a structured manner with the appropriate words. Sentences that are spoken do not jump around and are clearer than before joining this program, it can also deliver presentations or speeches with a clear voice and can adjust the volume well. It can reduce the feeling of nervousness when speaking in public or presenting. Even when talking to other people, don't be nervous and talk to other people, both younger and older, with polite and smooth sentences and words. In this case it was also supported by Perbawasari in his final report is stated that "the implementation of the given public speaking activities has shown positive changes in members and understanding of public speaking skills". From the EPDC program, it is known that being a tutor at EPDC has been trained to follow the SOPs that have been determined and credibility has been certified. In the training carried out for tutor participants, they must pay attention to the purpose of rhetoric which is about bringing information and understanding to the audience, for the benefit of providing information that is able to instill understanding as well as possible, so that participants who take part in the EPDC public speaking program related to the presentation given will not cause difficulties when practicing it.

The creating inspiration and good delivery are things that must be considered by tutors so that participants become motivated to take part in the ongoing public speaking training. Furthermore, entertaining, or pleasing, and satisfying to the listener. This is no less important for the tutor. They should pay attention during the training the participants will not be bored but can foster the enthusiasm and interest of the participants to improve their abilities. Then move and direct the participants to want to apply the practice so that the progress of each participant's training can be seen. This is also supported by Girsang's which is stated in the journal of devotion and entrepreneurship where from the directions and methods that are continuously given from participants who have difficulties in participating in this training until the practice carried out has resulted in participants being able to apply what is presented. In addition, the tutor prepares themselves if there are obstacles in the ongoing training as stated by David Dave as the tutor who said "There are participants who are not serious about learning. Then Mr. Eghie Ferdian as tutor and marketing manager, said "If the participants who come do not have an adequate (very minimal) speaking background". Then Mrs. Retno Woeloepe as a participant, said "Internet connection if the internet connection is delayed or the internet network is sometimes unstable, as well as the lack of direct eye contact in communicating or not being able to interact directly with the audience, because online training like

this has an influence, because it will be different. face to face with other participants. Furthermore, Marvella as a participant said "During group assignments, there are some who turn off the camera, so the interaction is less communicative".

4. CONCLUSIONS

This study was successfully to obtain the goals. Thus, we conclude the several decisions as follows:

a) *Character Role*

With a good character role directed during the meeting session, it will maximize the participants' public speaking, such as speaking in a much better arrangement and also being calmer in speaking and when speaking in front of people they can be confident.

b) *Behavioral roles*

Behavior is an important part of improving public speaking skills by building theory and practice put forward, with a speaking style and language approach that is more appropriate or adapted to the person being spoken to and a humble attitude. Thus, the success in participating in the EPDC public speaking program that the participants got, among others, could be seen from the final results of each participant, the communication became more comfortable, the use of filler words was reduced, the more eager to improve public speaking skills.

c) *Tutor's Role*

With the tutor's role being an important part of increasing public speaking skills, tutors must have good delivery in the sense of not being complicated, not boring in training, letting students continue to be active in practice. Then in this study there are several suggestions, namely:

- i. In the ongoing activities, there were obstacles among participants who did not want to seriously study. From this, it is hoped that the tutor will prepare a strategy so that participants who do not want to be serious in learning in the ongoing activities, become serious and not play games to take part in this public speaking training.
- ii. If there are participants who do not have a background in speaking or communication skills. It is hoped that participants will not give up in participating in this public speaking training and continue to try and be enthusiastic. In order for this training to be followed to get an optimal increase.
- iii. In participating in the EPDC public speaking program, he must focus his attention on the training being followed, not hesitate in practicing the given task.
- iv. It is hoped that EPDC will continue to develop both ways of teaching, innovation, creativity for its tutors so that their tutors will continue to be of

higher quality and not be left behind in the development of the times in conducting their training.

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