

Public Speaking Enhancement Workshop For Children Of Migrant Workers In Penang Malaysia

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Abstract.

Public speaking is an essential skill in the era of globalization that enhances self-confidence, academic competence, and career opportunities. However, Indonesian migrant workers' children in Penang, Malaysia, face challenges in developing this skill due to a lack of training, limited access to communication education, and fear of speaking in public. Therefore, the Public Speaking Enhancement Workshop for Children of Migrant Workers in Penang, Malaysia is designed to equip participants with effective speaking skills through the Participative Active Learning (PAL) method. This two-day workshop, scheduled for May 4-5, 2025, will employ an interactive approach that includes speech exercises, simulations, and social media-based evaluations. The training has covered voice modulation techniques, speech style selection, and topic development. The POBC (Planning, Opening, Body, Conclusion) method was applied to help participants structure their presentations persuasively. Additionally, the evaluation process involved monitoring participants' social media activities and assessing their short speech videos. This program supports higher education institutions' key performance indicators (IKU), particularly regarding lecturers' engagement outside the campus. The program's sustainability will be ensured through post-workshop monitoring and collaboration with the local community. Expected outcomes include publications in national and international journals and the improvement of participants' communication skills in professional settings. With a systematic and participatory approach, this workshop is expected to create a lasting positive impact on migrant workers' children by enhancing their public speaking skills and preparing them for future challenges.

Keywords: Public speaking; migrant workers and community services.

I. INTRODUCTION

Effective communication is one of the most essential skills for success in the 21st century. Public speaking, as a cornerstone of communication, empowers individuals to share ideas, persuade others, and inspire change. High school students are at a critical stage where honing such skills can significantly impact their academic performance, personal growth, and future career opportunities. However, many students struggle with confidence, structure, and delivery when speaking publicly. To address this gap, this proposal outlines a comprehensive workshop aimed at equipping high school students with the tools and techniques needed to become confident and effective speakers. Public speaking is an essential skill that transcends various aspects of life, including academic, professional, and personal domains. In an increasingly interconnected world, the ability to communicate effectively is paramount. High school students, in particular, stand at a critical juncture in their lives where the development of such skills can significantly influence their future opportunities. This proposal outlines a comprehensive plan for a public speaking workshop tailored specifically for high school students, aiming to enhance their communication skills, boost their confidence, and prepare them for future endeavours.

The importance of public speaking cannot be overstated. It is a fundamental component of effective communication, which is a key driver of success in both personal and professional contexts. According to various studies, individuals who possess strong public speaking skills are often perceived as more competent, credible, and persuasive. Furthermore, the ability to articulate thoughts clearly and confidently can lead to improved academic performance, as students who engage in public speaking are often better equipped to present their ideas and arguments in class discussions and presentations [1]. Despite the recognized importance of public speaking, many high school students lack the necessary skills and confidence to

communicate effectively in front of an audience. This deficiency can be attributed to several factors, including limited exposure to public speaking opportunities, fear of judgment or failure, and insufficient training in communication techniques. As a result, students may struggle to articulate their thoughts, engage their peers, and advocate for themselves in various settings.

Research indicates that anxiety related to public speaking is a common phenomenon among adolescents, with studies showing that a significant percentage of high school students experience fear or apprehension when faced with speaking in front of others. This anxiety can hinder their academic performance, limit their participation in extracurricular activities, and negatively impact their self-esteem. Furthermore, the lack of public speaking skills can have long-term consequences, as students who are unable to communicate effectively may find themselves at a disadvantage in college and the workforce. Moreover, the educational system often prioritizes traditional forms of assessment, such as written exams and essays, over opportunities for oral communication. This imbalance can lead to a lack of emphasis on developing public speaking skills, leaving students ill-prepared for real-world situations where effective communication is crucial. Consequently, there is an urgent need for targeted interventions that provide high school students with the tools and experiences necessary to become proficient public speakers. The formulation of the problem statement of this activity is what and how to improve public speaking skills for the children of migrant workers living in Penang Malaysia.

II. LITERATURE REVIEW

Public speaking, defined as the process of designing and delivering a message to a live audience, serves vital functions across various socio-economic landscapes. It encompasses several dimensions, such as effective communication, personal development, and professional advancement. The importance of public speaking skills has been increasingly emphasized in education, where students are integrated into environments requiring effective communicative abilities. A substantial body of literature elucidates these dimensions, contributing to the understanding of public speaking's relevance in various contexts. The academic discourse on public speaking underscores its essentiality in educational systems, particularly for undergraduate students. Liani and Sari assert that public speaking is a crucial skill that must be nurtured as students progress through their education and into their careers, suggesting that structured public speaking classes significantly enhance students' confidence and communicative proficiency [2]. This view aligns with the perspective that education systems should prioritize not only academic performance but also interpersonal communication skills, as highlighted by Girsang, who posits that public speaking is integral to effective communication in contemporary society [3]. Furthermore, the implementation of public speaking training programs has been shown to have profound impacts on participants' self-esteem and communication skills. Wulandari et al. demonstrate that well-structured training sessions addressing various elements of public speaking, including anxiety management and delivery techniques, can substantially improve participants' abilities and confidence levels [4]. This claim is substantiated by findings from contexts where public speaking workshops positively affect interpersonal skills, particularly in school settings focused on fostering professional readiness among students [5]

[6]The significance of public speaking extends beyond the realm of education, penetrating into various professional fields, such as management and community services. Lokananta et al. stress that mastery of public speaking skills is vital for effective human resource management and organizational communication [7]. They emphasize that public speaking serves as a transformative tool for leaders and administrators who seek to motivate, inform, and influence teams. This necessity is underscored by Bylkova et al., who argue that developing students' communication and speech skills through public speaking enables them to engage an audience meaningfully, forming essential networking connections [8]. Moreover, the techniques required for effective public speaking, such as organization of content, understanding audience dynamics, and mastering non-verbal cues, are crucial for successful speech delivery. Dahliah highlights that many individuals, particularly women in community leadership roles, often struggle with these skills due to factors such as lack of practice and insufficient training [9]. Thus, effective public speaking programs address these gaps, focusing on building confidence through comprehensive practice sessions. Anxiety and

fear often serve as considerable barriers to effective public speaking, which must be addressed within training frameworks. Research by Brown and Welch emphasizes the role that attitudes towards public speaking play in student experiences, suggesting that positive reinforcement and skill-development strategies can mitigate anxiety and improve performance outcomes [10].

Supportive environments, such as peer groups and mentorship programs, contribute to desensitization to public speaking situations, promoting a culture of encouragement among aspiring speakers[11]. Additionally, technology's evolving role cannot be overlooked in enhancing public speaking skills. As highlighted by Hanafi et al., advanced tools, such as virtual simulations through platforms like Unity 3D, can assist in preparing individuals for real-life presentation scenarios, thus enhancing their confidence before live engagements [12]. The intertwining of information technology and public speaking education can create a more dynamic and engaging learning ecosystem, promoting the acquisition of essential skills necessary for effective communication. Continued professional development in public speaking is paramount, as highlighted by Mubarak et al., who argue that instilling public speaking skills at an early age fosters essential developmental competencies, enabling children to communicate effectively and confidently as they mature [13]. This is supported by findings from Rahman, who outlines various strategic approaches for beginners, underlining the importance of practicing physical presentation techniques and engaging with audiences[14]. The literature strongly supports the claim that public speaking is an invaluable skill relevant in both educational and professional domains. Emphasis on confidence-building, effective training methodologies, and strategic practice forms the backbone of successful public speaking education. Continued refinement of these practices and the integration of technology promise to enhance training outcomes, making public speaking an accessible and achievable mastery for diverse populations. Engaging with these insights provides a deeper understanding of public speaking's multifaceted nature and its implications across various fields.

III. METHODS

The method that will be used in this workshop is Participative Active Learning (PAL). Participative Active Learning (PAL) is an educational approach that emphasizes collaboration among peers in the learning process, particularly in health professions education. This method allows students to take on various roles, such as tutors and learners, fostering a deeper understanding of the material through active engagement. Research indicates that PAL enhances knowledge retention and comprehension by providing immediate feedback and opportunities for practice, which are crucial for mastering complex skills in medical education [15]. The systematic review by Burgess and McGregor highlights that while many training programs incorporate practice opportunities, integrating these with peer-assisted learning sessions is vital for maximizing educational outcomes [16]. The benefits of PAL extend beyond mere knowledge acquisition; they also include the development of essential skills applicable to future professional endeavors. For instance, students participating in PAL environments report feeling less stressed while learning intricate skills, as their peers support them in a less formal setting [17]. This supportive atmosphere not only alleviates anxiety but also encourages students to engage more fully in the learning process, thereby enhancing their overall educational experience (Saleh et al., 2013). Furthermore, the concept of near-peer teaching has been shown to facilitate experiential learning, where students learn from those who are slightly ahead in their educational journey, creating a relatable and effective learning dynamic. PAL also plays a significant role in shaping professional identity among medical students. The social context of PAL activities fosters communal engagement, which is essential for the socialization process inherent in medical education.

This communal aspect allows students to navigate the complexities of their future roles in healthcare collaboratively, promoting a culture of mutual support and shared learning. As students engage in PAL, they not only acquire knowledge but also develop a sense of belonging and professional identity, which is crucial for their future careers in health professions[16]. Moreover, PAL is recognized for its adaptability across various educational contexts, including high school and college settings. For example, studies have demonstrated the effectiveness of PAL in teaching basic life support skills to high school students, highlighting its versatility and applicability in different educational scenarios [18]. The collaborative nature

of PAL encourages students to learn from one another, thereby enhancing their skills in a supportive environment that is conducive to learning. This adaptability underscores the potential of PAL to be implemented in diverse educational frameworks, making it a valuable pedagogical tool. Participative Active Learning is a multifaceted educational strategy that significantly enhances the learning experience for students in health professions and beyond. By fostering collaboration, reducing stress, and promoting professional identity, PAL not only contributes to academic success but also prepares students for their future roles in the workforce. As the body of evidence supporting PAL continues to grow, it is essential for educational institutions to integrate this approach into their curricula to maximize student engagement and learning outcomes

IV. RESULT AND DISCUSSION

The implementation of Community Service (Abdimas) was held at Yayasan Annadoh on Sunday 5 May 2025, Penang Malaysia. The audience of the Public Speaking Training for the children of Indonesian migrant workers in Malaysia was students of the Annadoh Islamic Boarding School and young men and women of migrant workers from Indonesia. This Abdimas activity collaborates with the School of Communication of Universiti Sains Malaysia (USM) and the Indonesian Community Organization (Permai) in Malaysia. The event was opened by the Consulate General of the Republic of Indonesia in Penang represented by Prima Janur Sastrawiria and Secretary General Permai Agung Prihatin and Vice Chancellor of Mercu Buana University Prof.Dr. Rizki Briandana. Afdal Makkuraga Putra, who presented the Public Speaking material, explained that the ability to speak in public is an important thing that must be mastered from a young age. Perfect public speaking will help people to increase their confidence levels. People who are good at public speaking are considered intelligent and can help expand their relationships. In addition, public speaking encourages teenagers to get out of their comfort zone and face the challenge of speaking in front of others. When a person gets used to expressing his opinion openly, confidence will grow over time. This confidence is not only beneficial in formal situations such as school presentations, but also in everyday life, such as when discussing, taking interviews, or socializing.



Afdal added that mastering public speaking helps prepare for academic and career futures. Many academic and professional activities require public speaking skills, such as project presentations, debates, and job interviews. Teenagers who are used to public speaking from an early age will be better prepared to face challenges in the world of higher education and the world of work. Afdal, who is also the secretary of the UMB communication science master's program, explained that Critical and Structured Thinking Skills are formed from tested public speaking. In compiling public speaking materials, one needs to formulate ideas logically, choose the right words, and consider how the audience will respond. This trains critical thinking skills and composes arguments in a sequential and structured manner. Afdal explained that public speaking can foster the spirit of leadership and collaboration. Public speaking is closely related to leadership.

Teenagers who are able to convey ideas well will be more easily trusted and heard by their peers. These skills are important for those who want to be active in organizations, communities, or social activities. In public speaking, speakers are often faced with unexpected situations, such as difficult questions from the audience or technical issues. This exercise helps teens develop adaptability and think quickly in overcoming challenges. According to Dale Carnegie in the book *The Art of Public Speaking*, aspects that need to be trained to improve adolescent public speaking include [19]:

1. Material Preparation:
 - a) Research: Teens need to do in-depth research on the topic they're going to present. This will help them understand the material well and answer questions from the audience with confidence.
 - b) Structure: Presentation materials should be structured logically and structured. It usually consists of an attractive opening, clear and concise contents, and a strong cover.
 - c) Visual Aids: The use of visual aids such as presentation slides can help the audience understand the material better. Adolescents need to learn to use visual aids effectively and not excessively.
2. Delivery Technique:
 - a) Articulation Clarity: Youth need to speak clearly and pronounce each word correctly. Articulation exercises can help improve voice clarity.
 - b) Variations in Tone and Intonation: The use of varied tones and intonations can make presentations more engaging and less monotonous.
 - c) Volume of Sound: Teens need to speak loudly enough to be heard by the entire audience, but not so loud as to be distracting.
 - d) Speaking Speed: The ideal speech speed is not so fast that it is difficult to follow, and not so slow that it is boring.
 - e) Body Language: Good body language, such as eye contact, smiles, and natural hand gestures, can help convey messages more effectively and make the speaker look more confident.
3. Audience Interaction:
 - a) Eye Contact: Maintaining eye contact with your audience helps build connections and make them feel valued.
 - b) Question: Asking the audience questions can make the presentation more interactive and engaging.
 - c) Answer: Youth need to be ready to answer questions from the audience clearly and confidently. If you don't know the answer, it's better to admit honestly than to give the wrong information.
4. Nervousness Management:
 - a) Exercise: The more teens practice, the more confident they will become and the less likely they are to feel nervous.
 - b) Relaxation Techniques: Techniques such as deep breathing, positive visualization, and meditation can help calm the mind and reduce nervousness.
 - c) Focus on the message: Shift your attention from nervousness to the message you want to convey. This will help the youth stay focused and motivated.

Evaluation and Development:

- a) Feedback: Ask others for feedback on your presentation. This will help you identify areas that need improvement.
- b) Reflection: After each presentation, take some time to reflect on what went well and what you could have done better next time.
- c) Keep Practicing: Public speaking is a skill that requires constant practice. Look for opportunities to speak in public as often as possible to improve your skills.

V. CONCLUSION

The Public Speaking Enhancement Workshop for Children of Migrant Workers in Penang, Malaysia, represents a meaningful intervention in empowering marginalized youth with essential communication skills. This initiative is timely and relevant, addressing the lack of access to formal training in public speaking among children of Indonesian migrant workers. By employing the Participative Active Learning (PAL) method, the program successfully fostered interactive and engaging learning experiences that emphasized both practical skill development and personal confidence building. Through a series of structured modules encompassing voice modulation, content organization, audience interaction, and anxiety management, participants not only learned the technical aspects of public speaking but also cultivated leadership and critical thinking competencies. The inclusion of simulations, visual aids, and social media-based evaluations further reinforced the applicability of public speaking skills in both academic and real-world settings.

The collaboration with Universiti Sains Malaysia and the Indonesian community in Penang amplified the impact and sustainability of the program, ensuring community involvement and continued growth beyond the initial two-day workshop. Evaluation methods, including feedback, self-reflection, and ongoing mentoring, provided a robust framework for tracking progress and reinforcing learning. Moreover, the engagement of key stakeholders, such as the Consulate General of Indonesia and university leadership, lent credibility and institutional support to the workshop, enhancing its legitimacy and reach. In conclusion, the workshop has proven to be a transformative experience for its participants. It empowered young individuals to express themselves confidently, encouraged the cultivation of leadership, and bridged gaps in educational access for a vulnerable population. The success of this program underscores the importance of sustained, community-based educational initiatives and sets a replicable model for future communication skill-building efforts in migrant or underserved communities. As such, it contributes not only to academic goals but also to broader societal development objectives.

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