Training on Speech Techniques Using Malay and Indonesian at the Musa Asiah Integrated School (SEPAMA) Svay Khleang, Cambodia

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Abstract. Oratory skills play a vital role in enhancing communication abilities in both academic and everyday settings. At the Musa Asiah Integrated School (SEPAMA) in Svay Khleang, Cambodia, there is a growing need to improve students' speech skills in Malay and Indonesian, languages commonly used in the school. This study aims to enhance students' oratory abilities through a structured training program focusing on speech techniques, structure, and language use. The training program involved theoretical and practical sessions, including lectures, practical exercises, and speech simulations. Junior high students at SEPAMA participated in this program, which was designed to cover aspects such as speech techniques, speech structure, and the appropriate use of Malay and Indonesian languages. Evaluations were conducted through direct observation, instructor feedback, and a final assessment of the students' speaking skills the training program significantly improved students' speech skills in both languages. Participants demonstrated noticeable progress in speech structure, fluency, and effective communication techniques. Although challenges such as vocabulary differences and nervousness were encountered, students successfully overcame these obstacles with the support provided during the training. Regular training sessions and tailored support will help sustain these improvements and enhance students' overall communication skills. This speech technique training at SEPAMA significantly improved students' public speaking abilities in both Malay and Indonesian, highlighting the importance of continuous development and support. Regular practice and supplementary materials are recommended to further strengthen students' oratory skills in these languages.

Keywords: Speech Training, Malay Language, Indonesian Language, Musa Asiah Integrated School, Communication Skills, Secondary Education

1. Introduction

Language skills encompass four essential aspects that enable effective communication and comprehension in any language (Ferreira & Campelo, 2024; Heng, 2024; Liu et al., 2024). The first aspect, listening, involves understanding spoken language (Andy Saputra et al., 2023; Han et al., 2024; Siebert & Siebert, 2024; Sitorus et al., 2023). As a receptive

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128

Training on Speech Techniques Using Malay and Indonesian at
the Musa Asiah Integrated School (SEPAMA) Svay Khleang, Cambodia

skill, listening requires the individual to receive and process auditory information in real-time (Antarsih et al., 2023; McLeod & Marshall, 2023; Rose et al., 2023). This skill is crucial for participating in conversations, understanding instructions, and engaging in activities like lectures, discussions, or casual conversations (Firmansyah & Alfian, 2022; A. Ismail et al., 2022; Korzekwa et al., 2022). Effective listening helps build strong communication, as it forms the foundation for understanding the messages conveyed by others (Alhaidary, 2021; I. N. Ismail, 2022; Joffre et al., 2021). Writing is another core language skill that focuses on the ability to express thoughts, ideas, and information through written language. As a productive skill, it requires knowledge of grammar, vocabulary, and structure to communicate effectively. Writing is essential in both formal and informal settings, ranging from academic essays and reports to casual emails and social media posts. Mastery of writing not only helps individuals communicate their ideas clearly but also ensures that their written expressions are well-structured and coherent.

Speaking is a productive language skill that allows individuals to convey their thoughts and ideas through spoken language. Speaking effectively involves clear pronunciation, fluency, and the ability to articulate thoughts in a way that engages the listener. This skill is essential for conversations, presentations, and public speaking. The ability to speak well helps individuals express themselves clearly, share ideas, and engage with others in various social and professional contexts. Reading, the final core language skill, is a receptive ability that involves interpreting and comprehending written language. It allows individuals to gather information, learn, and enjoy content from various written sources such as books, articles, and reports. Reading skills are important for both academic success and personal growth, as they enable individuals to absorb knowledge and stay informed (Musa, 2020; Polya et al., 2020; Syafryadin et al., 2020). Together, these four skills—listening, writing, speaking, and reading—are fundamental for mastering a language and ensuring effective communication across different contexts. Naturally, humans have the urge to learn, think, express opinions, and share experiences. In addition, humans tend to want to convey their opinions to other people, either directly or in groups, through conversation. Speaking is a form of oral communication that is important in teaching and everyday life, where speaking ability is part of language skills and is a means of verbal communication. Mastering speaking skills is very important to avoid misunderstandings between speakers and listeners. This form of communication is often used in daily interactions because it is considered the most perfect, efficient and effective method of verbal communication. Speaking, basically, is the ability to utter words or articulate sounds to convey, express ideas, and express thoughts and feelings. In this context, giving a speech is an example of speaking skills (Bardawi, 2005). The ability to speak or make a speech is an oral communication activity. Therefore, in delivering a speech, it is important to use language that is supported by non-verbal elements, especially in expressing ideas and logic. Speech, as the activity of speaking in front of an audience, is also known as public speaking.

As has been said, a speech is a form of one-way communication which is usually carried out in formal forums, with an orderly structure and delivered in public. According to another opinion, speaking is a method of conveying a problem to achieve certain goals in front of many people, such as in deliberations or providing references, which are often called speeches. Other research reveals that learning to speak can be done in a fun

atmosphere, for example by playing. In the process of giving a speech, a speaker cannot convey his views spontaneously without preparation. Preparation is a basic element that must be mastered before delivering a speech, so that the message conveyed is not long-winded and can be understood by the listener (Sitorus et al., 2023).

According to this view, there are three key stages involved in preparing a speech: physical, mental, and material preparation. Physical preparation involves ensuring that your body is in good health, which plays a crucial role in how you present yourself during a public speech. Good posture, clear speech, and overall physical well-being contribute to a confident and composed appearance, making a positive impression on the audience. Mental preparation is focused on building confidence for speaking in front of an audience. This is particularly important for beginners who may feel uncertain or anxious about their ability to effectively communicate the topic given by the organizer. Mental preparation helps speakers overcome fear or nervousness and fosters a mindset of assurance and readiness, which is key to delivering a successful speech. Material preparation involves organizing and mastering the speech content. It requires the speaker to prepare their material in a systematic and structured way, ensuring that the speech is thorough and covers the topic in depth. Even when minimal material is needed, it is still important for the speaker to fully understand and remember the content, as this allows for smoother delivery and reduces the chances of forgetting important points during the speech. This level of preparation ensures the speaker can present their ideas clearly and confidently (Girsang, 2018).

Apart from preparation, it is crucial to choose the right method for delivering a speech to ensure it appears smooth and comfortable for both the speaker and the audience. Research identifies four main types of speech delivery methods: impromptu, manuscript, memoriter, and extemporaneous. The impromptu speech is delivered spontaneously, without any prior preparation or script. This method is often used in informal or formal events such as parties or celebrations when a speaker is asked to speak on the spot. Because there is no time to prepare, the speaker relies on their ability to think quickly and organize their thoughts in the moment, making it a challenging but sometimes necessary approach. Manuscript speeches involve the speaker reading the full text of their speech from beginning to end. In this method, the speaker writes out the entire speech beforehand and reads it verbatim. This method is useful when precise wording is crucial, such as during official statements or formal presentations, but it can make the delivery appear less natural or engaging.

The memoriter speech also involves a prewritten text, but instead of reading from it, the speaker memorizes the speech word for word. The main focus of preparation is on memorizing the content, which can ensure a more fluid delivery than reading from a script. However, this method carries the risk of sounding robotic or monotonous, and the speaker may struggle if they forget any part of the speech. Extemporaneous speech, according to communication theory, is often considered the best method. It involves thorough preparation and practice but allows the speaker to deliver the speech without a script. The speaker may use brief notes or an outline, but the delivery feels natural and conversational. This method is typically used by experienced speakers, as it strikes a balance between preparation and spontaneity, making the speech engaging and flexible while still well-structured (Astuti et al., 2019).

Apart from that, disclosing functions as a joint activity in examining real problems and discussing them to find solutions towards increasing capacity and productivity. Then, strengthening existing problems is enhanced with effective training. Musa Asiah Integrated School (SEPAMA) located in Svay Khleang Kambodia is an integrated school that manages from elementary level to junior high level. Based on the information that has been collected, there are several factors that cause students at the SEPAMA school, especially at the junior secondary level, to really need to be taught about speech techniques using Malay and Indonesian because in the fields of study taught there are Indonesian and Malay language studies. This factor is what causes this training to be held because giving speeches is a skill that must be mastered by students which can be a provision for the future and being proficient in giving speeches in Malay and Indonesian is a unique skill here to be developed and useful for them when they continue their education in Malaysia. and Indonesia, because after observations, many SEPAMA students wanted to go to school and college in Malaysia and Indonesia (Firmansyah & Alfian, 2022).

2. Methods

This community service project was implemented using training methods aimed at systematically developing the skills, knowledge, and abilities of participants to improve their performance in specific fields or jobs. The primary goal of the training is to equip participants with the ability to carry out tasks more effectively, efficiently, and in line with expected standards. Through structured instruction and practice, participants are better prepared to perform their duties, especially in areas requiring specific competencies. Training programs include several key components. First, the objectives of the training must be clearly defined and specific, such as enhancing technical skills, developing managerial capabilities, or introducing new procedures. Setting clear objectives ensures that both the instructors and participants understand the desired outcomes of the training. Second, the training material consists of the content that will be taught, which can range from theoretical knowledge to practical skills. This material should be carefully curated to meet the needs of the participants.

The method of instruction varies depending on the nature of the training and the needs of the participants. Teaching methods can include lectures, discussions, simulations, case studies, or hands-on exercises, all aimed at engaging participants and making the learning process more effective. The instructor plays a critical role in guiding participants through the training. They must possess the necessary expertise and have the ability to communicate the material clearly and effectively. Participants, the individuals or groups taking part in the training, are expected to actively engage with the material and apply what they have learned to their work. To assess the effectiveness of the training, an evaluation process is carried out, which involves measuring the achievement of objectives, gathering feedback from participants, and determining whether the new skills and knowledge have been properly applied.

To address the challenges faced by participants in delivering speeches in Malay and Indonesian, a discussion method was employed. This approach allowed for the exploration of the difficulties participants encountered during speech delivery, and provided a platform to find solutions. The project also incorporated a Pre-Test and Post-Test method to evaluate participants' understanding of the training material. The Pre-Test, administered before the training, measured participants' initial knowledge, while the

Post-Test, conducted after the training, assessed their progress and comprehension after completing the activities.

A mentoring method was used to offer ongoing consultation and technical assistance to participants following the training. This support helped participants overcome any obstacles they faced in applying the skills they had learned, especially in the context of instructing students. The community service project followed a specific schedule of activities. From August 7 to 9, 2024, field observations were conducted to identify challenges related to speech technique courses. On August 10 to 12, a socialization meeting was held to form a committee in collaboration with teachers from the Musa Asiah Foundation Svay Khleang Integrated School. The actual speech skills training in Malay and Indonesian took place on August 15, 2024, for students at the school. From August 16 to 25, 2024, ongoing assistance was provided to help students apply the material they had learned during the training, ensuring that the skills were effectively integrated into their speech practices.

3.   Results and Discussion

Junior high school students often face several challenges when giving speeches. One of the most common difficulties is nervousness and anxiety. Many students feel apprehensive about speaking in public, largely due to fear of judgment from their peers or the possibility of making mistakes. This anxiety can significantly impact their confidence and hinder their ability to deliver a speech effectively. The pressure of being watched and evaluated can make the task of public speaking even more daunting for middle school students. Another challenge is the lack of experience. Many junior high students have had little to no practice in public speaking, leaving them unprepared for the process of writing and delivering a speech. Without sufficient experience, they may struggle with how to structure their speech, organize their ideas, and present their thoughts clearly. This lack of familiarity with the fundamentals of speech-making contributes to the difficulties they face.

Language skills also pose a significant challenge. As their language abilities are still developing, students may find it hard to select appropriate vocabulary, form coherent sentences, or pronounce words clearly. These issues can disrupt the flow of their speech, making it harder for them to communicate their ideas smoothly and confidently. Mastery of the material is another common hurdle. Junior high school students often lack a deep understanding of the topics they are assigned to speak about. Without a strong grasp of the subject matter, they may come across as uncertain or unprepared, which can further undermine their confidence. Moreover, this lack of mastery makes it difficult for them to respond to audience questions or engage in meaningful interaction during their speech. Delivery techniques are also an area where many middle school students struggle. They may not be familiar with important aspects of speech delivery, such as using intonation, facial expressions, and body language to convey their message effectively. As a result, their speeches can come across as flat or monotonous, failing to capture and maintain the audience's interest.

Handling the audience presents another challenge. Students may find it difficult to maintain the attention of a diverse audience, especially if the listeners seem uninterested or unresponsive. This can add to the stress of giving a speech, making it harder for students to stay calm and focused. By understanding these challenges, speech training

programs can be tailored to help junior high students overcome these obstacles. With proper guidance and practice, students can become more confident and effective public speakers.

The training is conducted in several sessions which include: Speech Theory: An introduction to the elements of a good speech, including speech structure, appropriate use of language, and effective communication techniques. Practical Practice: Students are given the opportunity to practice speeches in small groups and individually with direct feedback from the instructor. Speech Simulation: Students perform a speech in front of the entire class for hands-on practice and evaluation. Speech Structure Training Material: Introduction, body and conclusion. Speaking Techniques: Voice intonation, eye contact, and body language. Language Use: Differences and similarities between Malay and Indonesian, as well as appropriate use of vocabulary.

Oratory Ability: Students demonstrate improvement in public speaking ability. Many students who previously felt nervous, now appear more confident.   Language Comprehension: Students are able to use Malay and Indonesian better in speech contexts, although there are still some differences in vocabulary and sentence structure. Feedback: Participants provided positive feedback about the training activities, with many feeling they benefited from the practical exercises and techniques learned. Language Differences: Some students had difficulty translating vocabulary or phrases from Indonesian to Malay and vice versa.

Figure 1 Speech technique training activities at SEPMA

Confidence is a crucial element for success in public speaking, yet many students struggle with nervousness when speaking in front of an audience. Even though improvement can be seen after practice sessions, some students continue to exhibit anxiety, which can hinder their ability to communicate effectively. Overcoming this nervousness requires not only continuous practice but also targeted support to address the psychological and linguistic challenges they face. One of the key recommendations to address this issue is Periodic Practice. Regular and structured speech training sessions

help students build confidence and improve their speaking abilities over time. Just like any other skill, public speaking requires continuous practice to become natural and fluid. By holding regular training sessions, students are given more opportunities to speak in front of others, which helps desensitize them to the fear of judgment or failure. This steady exposure allows them to gradually become more comfortable and confident. Moreover, periodic practice helps reinforce the techniques they learn, such as proper intonation, clear pronunciation, and engaging body language. As students become more familiar with these techniques, their overall performance improves, and their anxiety diminishes.

Figure 1 Learning to speak in Malay and Indonesian at SEPMA

Another essential focus is the emphasis on language. For students who are learning to speak in Malay and Indonesian, language differences can add another layer of difficulty. Vocabulary, pronunciation, and sentence structure may vary between the two languages, causing confusion and hesitation during speeches. To address this, additional materials and language exercises should be provided to help students bridge the gap between Malay and Indonesian. By focusing on vocabulary-building activities, students can expand their knowledge of both languages and become more comfortable switching between them. In doing so, they can better express their thoughts without the fear of making linguistic errors. Furthermore, incorporating exercises that focus on the similarities and differences between the two languages can enhance students' fluency and prevent miscommunication during speeches.

Lastly, Psychological Support is crucial to help students overcome nervousness and boost their self-confidence. Public speaking anxiety is often rooted in fear of negative evaluation, making students feel vulnerable in front of an audience. Offering psychological support, such as individual coaching or group discussions on coping with anxiety, can be highly beneficial. Teaching students relaxation techniques like deep breathing,

visualization, or positive self-talk can help them manage their nerves before and during their speech. Additionally, creating a supportive and non-judgmental environment where students feel safe to make mistakes is important for fostering self-confidence. Encouragement and constructive feedback from instructors and peers can further reinforce students' belief in their abilities and lessen the fear of failure.

Overcoming nervousness in public speaking requires a multifaceted approach that combines regular practice, language reinforcement, and psychological support. Periodic practice sessions allow students to gradually improve their skills and become more comfortable speaking in public. Emphasizing language proficiency helps eliminate the confusion caused by vocabulary differences between Malay and Indonesian, enabling students to communicate more fluently. Lastly, providing psychological support gives students the tools they need to manage their anxiety and build self-confidence. When these elements are combined, students can develop into confident and capable public speakers, ready to face any audience with assurance and clarity.

4.   Conclusions

The training in speech techniques using Malay and Indonesian which was carried out at the Musa Asiah Integrated School (SEPAMA), Svay Khleang, Cambodia, succeeded in achieving the main objectives that had been set. The following are the concluding points from this activity, the training program has succeeded in improving students' speech skills in both languages. Students show better abilities in composing and delivering speeches with a clear structure, appropriate use of language, and effective speaking techniques. This training also contributes to increasing students' fluency in Malay and Indonesian. Although there are some challenges in differences in vocabulary and sentence structure, students are able to adapt and apply language skills better in speech contexts. Most students experience increased confidence in public speaking. Practical exercises and direct feedback from instructors play an important role in helping students overcome nervousness and appear more confident. Some of the main challenges faced during training include language differences and student nervousness. These challenges highlight the need for additional approaches to addressing language problems and providing further psychological support. To increase the effectiveness of future training programs, it is recommended to conduct training periodically, provide additional materials to address language differences, and introduce more intensive psychological support for students.

Overall, this training succeeded in providing significant benefits for students at SEPAMA. This program not only improves their speech skills but also strengthens their language fluency and confidence in public speaking. These successes demonstrate the importance of ongoing training and additional support to achieve optimal results.

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136

Training on Speech Techniques Using Malay and Indonesian at
the Musa Asiah Integrated School (SEPAMA) Svay Khleang, Cambodia

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