EFFECTIVE BEHAVIORS OF EFFECTIVE ONLINE PUBLIC SPEAKERS IN THE ERA OF COVID-19 PANDEMIC AS PERCEIVED BY UNDERGRADUATE AND GRADUATE STUDENTS IN INDONESIA

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ABSTRACT

Conveying the ideas of public speakers effectively to the audience is the main objective of public speakers. This study seeks to describe the effective behaviors of effective online public speakers in the era of the Covid-19 pandemic as perceived by undergraduate and graduate students in Indonesia. Data were obtained from questionnaires distributed to undergraduate and graduate students in Indonesia. The results of the analysis show that there are 14 behaviors of effective online public speakers that should be paid attention to by public speakers in order to present their ideas effectively. Furthermore, there is a strong and positive relationship between variables of voice, verbal language, and body language, material and presentation variable of 0.694, with the coefficient determinant value of 48.1%. Therefore, public speakers need to strengthen their voice in order that their presentation gains high acceptance from the audience, i.e. ensuring that their voice is heard well by the audience as it can increase effective presentation by 23.1%, paying attention to the language so as to be understood by the audience well, and using a natural body language for its effect of 48.4%. However, the material presented is the aspect that really needs to be taken into account as it strongly affects the audience acceptance because it can enhance the acceptance of 90.6%. The other important thing is that the results of this study have implications on the importance for speakers and prospective public speakers to pay attention to several aspects in order to be able to make an effective online presence.

Keywords: public speaking, effective behavior, effective public speaker, delivery

1.0 INTRODUCTION

This study was focused on finding the quality of effective online public speakers in accordance with the Indonesian audience in the era of the Covid-19 pandemic. The importance of the ability to convey ideas effectively was claimed by Gerald R. Ford, the 38th president of the United States, with his famous phrase: "If I went back to college again, I'd concentrate on two areas: learning to write and to speak before an audience. Nothing in life is more important than the ability to communicate effectively" (Rao, 2019). Ford's statement is in line with the words of Pericles, the Greek leader, more than 2,500 years ago: "One who forms a judgment on any point but cannot explain it "clearly" might as well never have thought at all on the subject" (Lucas, 2015, p. 4). Based on the two statements, a conclusion can be drawn that the ability to communicate thoughts to the audience is very important, both orally and in writing. In addition, DeCoske & White (2010) claimed that "the essentials of

public speaking, a topic that many of us have not revisited for years if not decades". Therefore, this study is significant so that it can be a guide for prospective public speakers to carry out their duties as public speakers properly. In addition, it can be used by students, especially in the field of communications, as a guide for building public speaking skills.

A number of literature and the results of previous studies on the importance of conveying ideas effectively to the audience by public speakers have been suggested by Daly, Vangelisti, & Lawrence (1989), Lui & Standing (1989), Yates, J. (1989), Walters (1993), Sellnow (2005), Strangert & Gustafson (2008), Angert & Gustafson (2008), Templeton (2010), Verderber, & Sellnow (2011), Mustamu (2012), Beebe & Beebe (2013), Lucas (2015), Baccarani and Bonfanti (2015), Vladimirovna (2015), Brown (2017), and Tsang (2020). All of the aforementioned studies were focused on the quality of ideal effective online public speakers in general. However, this study was focused on the perceptions of the Indonesian audience, i.e. undergraduate and graduate students on the behaviors of effective online public speakers consisting of four essential dimensions, including voice, verbal language and body language, material, and presentation. Voice comprises several aspects, such as clear voice, appropriate intonation, and tempo. Oral language and body language include the use of appropriate language, speak fluently, natural gestures, eye contact. The material consists of mastery of the material, originality of material, moral messages at the end of the speech, and accuracy of the topic. Presentation is composed of confidence, calm in delivery, and use of humor. The results of this study contribute to two areas. Firstly, it will enrich the knowledge and the concept of behaviors of effective online public speakers. Secondly, in the learning of the Public Speaking course, students can learn the preferences of Indonesian undergraduate and graduate students relating to effective online public speakers. In addition, prospective public speakers can benefit from learning the variables affecting a presentation of public speaking so as to be effective.

2.0 METHOD

The study employed a quantitative approach. Data were obtained from undergraduate and graduate students in Indonesia. The sample was selected purposively, i.e. students who have learned about public speaking and academic speaking in two private universities in Jakarta. The two courses have the same characteristics. The sample of this study consisted of female students of 60.7% and male students of 39.3%; undergraduate students of 66.9% and graduate students of 33.1%. The survey was conducted by distributing a questionnaire link in the form of a google form to eight WhatsApp groups of two student groups.

The questionnaire of the study was designed based on the concept of public speakers. Students' responses were obtained through using a six-point Likert scale ranging from strongly agree to strongly disagree. Before the questionnaire was distributed to the respondents, it had been tested to 30 respondents with the same characteristics as the main respondents. It was aimed at determining the level of validity and reliability of the instruments distributed to the respondents. The results of the instrument test showed that the level of validity was greater than the R-Table of >0.4487 and the level of reliability indicated Cronbach's Alpha = 0.849 or >0.6. Furthermore, the data were analyzed in five ways, including (a) descriptive analysis (analysis per item, hypothesis test of independent sample t test), (b) hypothesis test of factorial design 2 x 2, (c) Tuckey test, (d) multiple correlations, and (e) multiple regression.

3.0 RESEARCH RESULTS

3.1 Descriptive Analysis

This section describes the average response per item to the behaviors of effective online public speakers. Figure 1 shows the average response of the respondents to the behaviors of effective online public speakers, as detailed below.

Figure 1. Average response per item
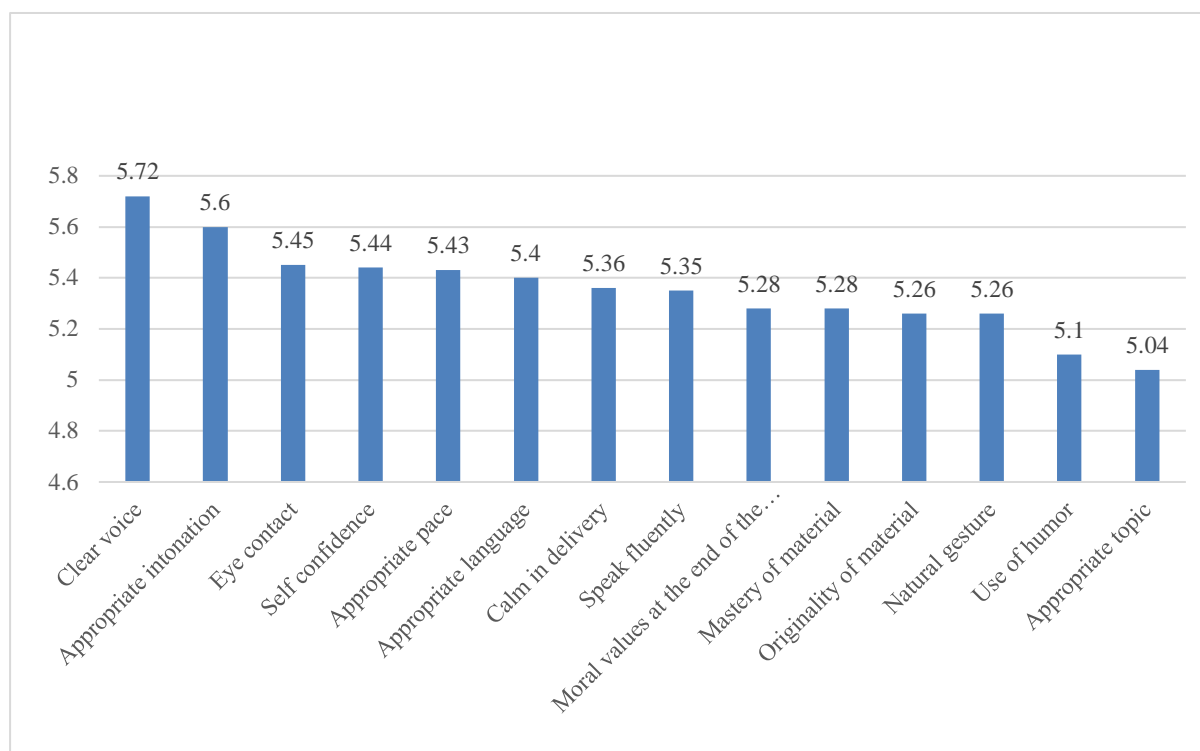
3.2 Hypothesis Test of Independent Sample t-Test

The hypothesis test of independent sample t-test was employed to compare two independent groups, i.e. (a) male students and female students; (b) undergraduate students and graduate students. Two hypotheses were proposed in this study.

3.2.1 Perceptions of Male and Female Students

This hypothesis is proposed to see if there is a significant difference between males and females in perceiving the behaviors of effective online public speakers (figure 2).

The results of the hypothesis test with the support of the SPSS program produce a sig of $0.250 > 0.05$, meaning that H0 is accepted, i.e. there is no significant difference between males and females in perceiving the behaviors of effective online public speakers. This means that the perceptions of males and females on effective online public speakers are not different.

Figure 2. Perceptions Based on Genre

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
Perception on effective online public speakers	Equal variances assumed	.396	.530	-1.153	357	.250	-.715	.620	-1.934	.504	
	Equal variances not assumed			-1.158	305.647	.248	-.715	.617	-1.930	.500	

3.2.2 Perceptions of undergraduate and graduate students

The second hypothesis is proposed to see whether there is a significant difference between the education levels of graduate (S-2) and undergraduate (S-1) in the perceptions of effective online public speakers.

The results of hypothesis test with the support of SPSS program generates a sig of $0.003 < 0.05$, in the sense that H0 is rejected, i.e. there is a significant difference between the educational level of undergraduate (S-1) and graduate (S-2) in the perceptions of effective online public speakers (figure 3).

Figure 3. Perceptions based on education

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-	Mean Differen	Std. Error Differenc	95% Confidence

					tailed)	ce	e	Interval of the Difference	
								Lower	Upper
Perception on effective online public speakers	Equal variances assumed	1.795	.181	2.958	357	.003	1.885	.637	.632	3.139
	Equal variances not assumed			2.987	241.595	.003	1.885	.631	.642	3.129

3.3 The Results of Hypothesis Test of Factorial Design 2 X 2

This analysis is intended to know if there is an interaction between the two independent variables and the dependent variable. The dependent variable of this study is the perceptions on the behaviors of effective online public speakers . The independent variables consist of gender and education level (figure 4).

Figure 4. Test results of factorial design hypothesis 2 x 2					
Tests of Between-Subjects Effects					
Dependent Variable: perceptions on the behavior of public speakers					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	326.868[a]	3	108.956	3.337	.019
Intercept	3727899.814	1	3727899.814	114172.582	.000
A	21.284	1	21.284	.652	.420
B	56.550	1	56.550	1.732	.189
A * B	279.187	1	279.187	8.551	.004
Error	23313.132	714	32.651		
Total	4062390.000	718			
Corrected Total	23640.000	717			
a. R Squared = .014 (Adjusted R Squared = .010)					

3.3.1 The Effect of Gender and Perceptions

The first hypothesis is proposed to see whether there is a significant effect of gender on the perceptions of behaviors of effective online public speakers . The results of the analysis show

that the sig is 0.420 > 0.05, H0 is then accepted. It means that there is no significant effect of gender on the perception of behaviors of effective online public speakers .

3.3.2 The Effect of Educational Level and Perceptions

The second hypothesis is presented to know if there is a significant effect of educational level on the perceptions of behaviors of effective online public speakers . The results of hypothesis test show that the sig is 0.189> 0.05, H0 is then accepted. This means that there is no significant effect of education level on the perceptions of behaviors of effective online public speakers .

3.3.3 The Effect of Interaction between Gender and Educational Level

The third hypothesis is intended to see if there is a significant effect of interaction between gender and education level on the perceptions of behaviors of effective online public speakers The test results show that the sig is 0.004 <0.05, H0 is then rejected. This means that there is a significant effect of interaction between gender and educational level on the perceptions of behaviors of effective online public speakers .

3.4 Turkey Test

As there is an interaction, Tuckey Test is continued with the following results (figure 5):

Figure 5. Turkey Test Results

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
A1B1	A1B2	-.72	.617	**.653**	-2.30	.87
	A2B1	-1.66	.710	**.091**	-3.49	.17
	A2B2	.23	.605	**.982**	-1.33	1.78
A1B2	A1B1	.72	.617	**.653**	-.87	2.30
	A2B1	-.94	.652	**.469**	-2.62	.73
	A2B2	.94	.535	**.294**	-.44	2.32
A2B1	A1B1	1.66	.710	**.091**	-.17	3.49
	A1B2	.94	.652	**.469**	-.73	2.62
	A2B2	1.89*	.641	**.018**	.24	3.54
A2B2	A1B1	-.23	.605	**.982**	-1.78	1.33
	A1B2	-.94	.535	**.294**	-2.32	.44
	A2B1	-1.89*	.641	**.018**	-3.54	-.24
Based on observed means. The error term is Mean Square(Error) = 32.651.						
*. The mean difference is significant at the 0.05 level.						

A1B1= Male Group
A1B2 = Female Group
A2B1 = Graduate Group
A2B2 = Undergraduate Group

3.4.1 Perceptions of Male and Female Students

The first follow-up hypothesis aims to see if there is a difference between male students and female students in perceiving the behaviors of effective online public speakers . The results of the analysis show that the sig is 0.653> 0.05, Ho is then accepted. This means that there is no difference between male students and female students in perceiving the behaviors of effective online public speakers .

3.4.2 Perceptions of Male Students and Graduate Students

The follow-up hypothesis is intended to know if there is a difference between male students and graduate level of education in perceiving the behaviors of effective online public speakers . The results of the analysis show that the sig is 0.091 > 0.05, Ho is then accepted. It means that there is no difference between male students and graduate level of education in perceiving the behaviors of effective online public speakers .

3.4.3 Third Follow-up Hypothesis

The third follow-up hypothesis is to find out if there is a difference between the graduate level of education and the undergraduate level of education in perceiving the behaviors of effective online public speakers . As the sig is 0.018 < 0.05, Ho is rejected. This means that there is a difference between the graduate level of education and the undergraduate level of education in perceiving the behaviors of effective online public speakers .

3.4.4 Perceptions of Female Students and Graduate Students

The fourth follow-up hypothesis is to find out if there is a difference between female students and graduate level of education in perceiving the behaviors of effective online public speakers . The test results show that the sig is 0.469 > 0.05, H0 is then rejected, meaning that there is no difference between the female students and the graduate level of education in perceiving the behaviors of effective online public speakers .

3.4.5 Different Perceptions of Male Students and Undergraduate Students

The fifth follow-up hypothesis is to see if there is a difference between male students and undergraduate level of education in perceiving the behaviors of effective online public speakers . The test results show that the sig is 0.982 > 0.05, Ho is then rejected, meaning that there is no difference between male students and undergraduate level of education in perceiving the behaviors of effective online public speakers .

3.4.6 Different Perceptions of Female Students and Undergraduate Students

The sixth follow-up hypothesis is to know if there is a difference between female students and undergraduate level of education in perceiving the behaviors of effective online public speakers . The test results show that the sig is 0.294 > 0.05, Ho is then rejected. This means that there is no difference between female students and undergraduate level of education in perceiving the behaviors of effective online public speakers .

3.5 Correlation between Variables of Voice, Language, Material, and Presentation

This analysis was made to find out the relationship between independent variables: voice variable (X1), verbal language & body language variable (X2), and material variable (X3) and presentation variable (Y).

Figure 6. Relationship of Variables

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.694[a]	.481	.477	2.131
a. Predictors: (Constant), X3, X1, X2				

The results of SPSS analysis in figure 6 show that the relationship between voice variable (X1), verbal language & body language variable (X2), material variable (X3) and presentation variable (Y) is 0.694. This means that the relationship between independent variables X1, X2, and X3 and Y variable is positive and strong. Furthermore, Y variable (presentation) is explained by voice variable (X1), verbal language & body language variable (X2), and material variable (X3) by 48.1%. This means that the remaining 51.9% is affected by other variables not examined and tested in this study.

Moreover, it is necessary to know the interactive effect of variables X1, X2, and X3 on Y (figure 7). The test results show a sig of 0.000 <0.05, H0 is then rejected. This means that there is an interactive effect of voice variable (X1), verbal language & body language variable (X2), and material variable (X3) on presentation variable (Y).

Figure 7. Interactive Effects of Variables X1, X2, X3 on Y

ANOVA[b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1495.631	3	498.544	109.821	.000[a]
	Residual	1611.555	355	4.540		
	Total	3107.187	358			
a. Predictors: (Constant), X3, X1, X2						
b. Dependent Variable: Y						

3.6 Multiple Regression Analysis

Multiple regression analysis is intended to know the causal relationship between the variables of voice (X1), verbal language and body language (X2), material (X3) and the presentation variable (Y).

Figure 8. Causal Relationship between variables

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	8.711	1.510		5.768	.000
	X1	.231	.097	.107	2.384	.018
	X2	.484	.124	.182	3.885	.000
	X3	.906	.075	.532	12.067	.000
a. Dependent Variable: Y						

Figure 8 shows that there is significant interactive effect of voice variable, verbal language & body language variable, and material variables on presentation variable (0.000 < 0.05): of voice is 0.018 <0.05, of verbal and body language is 0.000 <0.05, and of material is 0.000 <0.05.

In addition, based on the results of multiple regression analysis, multiple regression equations is obtained as follows:

$$Ý=a+bX1+cX2+dX3$$
$$Ý=8,711+0,231X1+0,484X2+0,906X3$$

The results indicate that each increase in one unit of the voice variable (X1) will increase the presentation variable (Y) by 0.231, one unit of the verbal language & body language variable (X2) will increase presentation variable (Y) by 0.484, and one unit of the material variable (X3) will increase presentation variable (Y) at 0.906. While the variable most affecting the presentation variable (Y) is the material variable as it can increase by 0.906.

4.0 DISCUSSION

The results of the study show that the behaviors of effective online public speakers as perceived by undergraduate and graduate students includes 14 behaviors, i.e. clearly-heard voice, use of appropriate intonation, eye contact with the audience, high self-confidence, use of right tempo, use of accurate grammar, systematic delivery, fluency, moral messages at the end of the speech, mastery of the material, originality of speech material, use of natural gestures, use of humor, and appropriateness of a topic.

The importance of the voice volume of the public speakers as a means of conveying messages is suggested by Gelula (1997). Lucas (2015, p.8) explains: "Effective online public speakers, however, adjust their voices to be heard clearly throughout the audience". Furthermore, Beebe & Beebe (2013, p.268) claim: Your voice is one of the most important delivery tools you have as a public speaker for conveying your ideas to your audience. Your credibility as a speaker and your ability to communicate your ideas clearly to your listeners will, in large part, depend on your vocal delivery. The quotations show that the voice of effective online public speakers is important to be heard clearly by the audience. There is no reason for anyone speaking in public for using a low voice. Voice is an important tool in delivering messages to the audience. Furthermore, Beebe & Beebe (2013, p.255) suggest: 'Effective delivery also means that your voice has a natural, conversational tone; varied inflection (rather than a droning monotone); and intensity that communicates that you're interested in your listeners. This means that an effective presentation not only needs to be heard clearly by the audience but also the importance of using a natural, conversational, varied (not monotonous) voice and voice showing that the speakers are interested in the audience.

In addition to volume and varied voice, articulation also needs to be paid attention to. Articulation refers to how to pronounce words clearly and precisely so that the audience can understand what words are being spoken. Beebe & Beebe (2013, p. 268) clarify: "The process of producing speech sounds clear and distinctly is articulation. In addition to speaking loudly enough, say your words so that your audience can understand them. Without distinct enunciation or articulation of the sounds that make up words, your listeners may not understand you or may fault you for simply not knowing how to speak clearly and fluently".

In terms of voice, intonation also plays a role in attracting the audience to listen to the speakers enthusiastically. Speakers should use the right intonation, i.e. knowing when to use a high tone and when to use a low tone. The use of intonation that tends to be monotonous can make the audience or listeners feel bored. This is claimed by Tomlinson, Gotzner, Bott (2017) that intonation interacts at the cognitive level with pragmatic inference. Intonation has many functions, for instance, how to distinguish questions from statements, how to show attitudes (Taylor, 1993), such as enthusiastic, bored, or disappointed attitudes. Furthermore, Cruttenden (1997, pp. 8) suggests that intonation also includes the meaning of discourse, such as inviting, and the meaning of attitudes such as condescending.

In addition to intonation, the use of the right tempo, i.e. how fast or slow people speak, also plays a significant role in public speaking. Many people speak too fast and many speak too slowly. The first is sometimes difficult to understand and to follow, while the second tends to make the listeners become bored. Lucas (2014, p. 244) claims, "Two obvious faults to avoid are speaking so slowly that your listeners become bored or so quickly that they lose track of your ideas". The importance of public speakers to pay attention to the voice dimension is shown by the multiple regression analysis as described in point 3.6 suggesting that if the voice variable increases, the presentation variable will increase by 23.1%.

The other aspect that needs to be paid attention to by effective online public speakers is high self-confidence. The importance of public speakers to have high confidence during public speaking is described by Carnegie (2017). If public speakers lack confidence in conveying their ideas, the price will be very expensive. It is suggested by Denny (2006) that the failure of communication in management due to lack of confidence of the speakers will result in negative consequences that can be really surprising. However, high self-confidence should be supported by credibility and mastery of the material. According to Beebe & Beebe (2013, p. 48): "credibility is a speaker's believability. A credible speaker is one whom the audience perceives as competent, knowledgeable, dynamic, and trustworthy". The importance of credibility is also proposed by Louisa & Lionel (1989) demanding that expertise is defeated by credibility and trust as a communicator. However, to achieve the ability and mastery of the material by the audience, it is still important to get self-confidence in public speaking. Public speakers have to master the subject matter of the conversation, i.e. having competence of what is being discussed. Sellnow (2005, pp. 381-382) suggests, "competence means being perceived as well informed, skilled, or knowledgeable about your subject – in other words, as an expert of sorts". Indeed, one of the conditions for the success of public speakers is to master the subject of conversation as it will lead to trust by the audience and if the audience has trusted the competence of the public speakers, the audience will listen well. (p. 127).

The results of the analysis also indicate that the important aspect strongly affecting public speaking is the material variable. It is related to the suitability of topic and material with the

audience, mastery of the material by public speakers, life values that can be applied in daily life by the audience. The importance of public speakers to adapt the messages conveyed to the audience is clarified by Lucas (2015, p.20) that one of the main requirements for becoming a successful public speaker is that the public speaker always seeks to adapt the messages conveyed to their audience. The presentation should be in conformity with the experience, interests, knowledge, and values of the audience. The presentation should not be too sophisticated or too basic.

A speaker who has been trusted by the public will have a place of honor in the heart of the public and the speaker will easily play with the feelings of the audience. Aristotle once said: A speaker who is trying to move people to thought or action must concern himself with Pathos (i.e., their emotion). According to Walker (2014, p. 128), pathos is an attempt to play with the listeners' feelings that can be conducted by telling something that invites the listeners' empathy. This means that one of the important things to pay attention to is pathos, i.e. a communication technique most frequently used in rhetoric, in addition to ethos and logos.

The importance of public speakers to pay attention to the material dimension is shown by the multiple regression analysis as detailed in point 3.6 suggesting that if the material variable increases, the presentation variable will increase by 90.6%. This indicates that material, including the suitability of material with the audience, mastery of the material by public speakers, contents of life values that can be applied by the audience in daily life is a very essential variable in public speaking.

The other aspect being an important choice for respondents is the language variable, including speaking fluency, grammatical accuracy, and the right choice of words. The preferred public speakers are those speaking fluently. Using clear language (easy to understand by the audience) and vivid language will make the audience seem to know what the speakers describe, so as to make the audience fascinated by the communicator's conversations (Lucas, 2015). Furthermore, he claimed that making a speech should be special. Speakers should speak more formally by trying to polish the language and make it higher. Slangs, jargons, and poor grammars have less place in speeches. However, this does not mean that the language must be sophisticated, so as to make the audience difficult to understand what is conveyed by the speakers and seem to have been ignored by the speakers. Effective speakers use a clear, fluent, organized, structured language, choose the right diction, and speak to the point (pp.17; pp. 232-233).

In addition to verbal language, nonverbal language is also important in public speaking. Effective speakers are good at adapting their body language to the topic or material of the speech delivered. Natural gestures and eye contact with the audience are the behaviors of speakers that need to be paid attention to. Nonverbal language can help the audience understand or misunderstand the speakers' messages. Therefore, it must be ensured that the speakers use appropriate gestures, facial expressions, and poses (Osborn, Osborn, & Osborn, 1994; Sellnow, 2005; Beebe & Beebe, 2015; Lucas, 2015). Hamlin (2019, p.43) claims, "body language is succinct. It shows feelings much more economically, more directly and eloquently. It evokes feeling responses in us very quickly".

The importance of using natural gestures is suggested in Obermeier, Dolk, & Gunter's (2012) that 'gestures are useful to striving against the difficult communication conditions regardless of whether the difficulty is caused by external factors (noises) or internal (hearing impairment)'. This is in line with Dolan (2017) suggesting that body language plays an important role in the success of a presentation.

The effect of verbal and nonverbal language on presentation is shown in point 3.1.6.9 clarifying that if the language variable increases, the presentation variable will increase by 48.4%. This indicates that verbal and nonverbal language is very essential in public speaking.

The other thing that needs to be paid attention to in public speaking is the relationship between education level and gender. The results of data analysis shown in points 3.1.2.1 and 3.1.2.2 indicate that gender has no effect on the perceptions of behaviors of an effective public speakers, though in some situations and conditions females and males have different preferences. However, the educational level has a significant effect of 0.003. This means that public speakers do not need to tailor their behaviors to gender (female and male), but public speakers need to seriously adjust their behaviors to the educational level of the audience as educational level greatly affects the norms, beliefs, and policy preferences (Harring & Jagers, 2018).

Furthermore, using humor in a speech is a very interesting thing. However, it is important to know that humor will only be effective when it is done well. Lucas (2015, p.65) claims: "You might wonder whether you should use humor to make your first speech entertaining. Audiences love witty remarks, jokes, and funny situations, but like anything else, humor is effective only when done well".

5.0 CONCLUSION, LIMITATIONS, AND SUGGESTIONS

5.1 Conclusion

In general, the 14 behaviors of effective online public speakers perceived by the respondents of undergraduate and graduate students through questionnaires consist of clearly-heard voice, use of appropriate intonation, eye contact with the audience, high self-confidence, use of appropriate tempo, use of accurate grammar, systematic delivery, speaking fluency, moral messages at the end of the speech, mastery of the material, originality of speech material, use of natural gestures, use of humor, and appropriate topic.

The variables most affecting presentation include material, if optimally improve, will improve the effective presentation by 90.6%. If the verbal language and verbal language are improved, they will increase the effective presentation of 48.4%, while if the voice variable is increased, it will only increase the effective presentation by 3.1%. This means that the main variable that needs to be paid attention is related to the preparation of appropriate material, i.e. material in conformity with the needs of the audience and mastery of the material by public speakers. In addition, the language of public speakers, both verbal language and body language, needs to be considered in order that the messages are received effectively by the audience.

The other thing public speakers need to pay attention to is the educational level. Educational level has an effect on the audience's preference towards the behaviors of effective online public speakers. This means that public speakers need to prepare material in accordance with the educational level of the audience. For example, audiences with different levels of education must be treated differently by public speakers in order that their presentation is received effectively.

5.2 Limitations

The study was focused on the behaviors of effective online public speakers in general. Firstly, this study did not differentiate the genres of public discourses, such as genres of religion (Islamic or non-Islamic), politics, economics, sales, and so forth. Secondly, this study did not distinguish the age of the subject evaluating the good or effective online public speakers, for instance, between teenagers (young adults) and elderly people. Thirdly, the study did not focus on specific cases or specific public speakers highly favored by certain groups/audiences. Fourthly, the study was conducted within a certain time limit, i.e. in 2020-2021 (the Covid-19 pandemic period). Therefore, it is likely that if the study is conducted at the another time, the result will be different.

5.3 Suggestions

Based on the above limitations, suggestions can be provided. First, further studies are aimed at exploring the quality of public speakers with specific genres. Second, in accordance with the audience, the quality of public speakers is at a certain age. It is possible that with different backgrounds of the study subject or audience, the quality of public speakers can be perceived differently. Third, studies need to be conducted on the quality of certain speakers whom the audience likes to find out the secrets of why the audience likes certain speakers. Finally, similar studies need to be conducted at a longer time and within a wider context.

Biodata

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