



Students' Speaking Skill in Informative Speech at first Semester Students of Development Economics of STIE-SAK Academic Year 2024/2025

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ABSTRACT

In this research, the writer used descriptive research to analyze the students' speaking skill in informative speech. This research was done in order to get description about students' ability in informative speech. The writer analyzed and described the students' skill in using speech especially in informative speech. The students used figurative speech in his/her speaking. The population of this research was the students at first semester of Development economics of STIE-SAK academic year 2024/2025, the total of population was 10 students. The instruments of this research were speaking test and questionnaire. From the finding, the result of the test showed that there was no student got A, one students got B (10 %), five students got C (50 %), three students got D (30 %), and there was one student got E (10 %). The students' speaking skill was in average grade because the mean score was in average score, that was 60, 4 %. The result of questionnaire, it was found that the total checklist of the respondents were in sometime (94) checklist, often (26) checklist, always (15) checklist, rarely (13) checklist, and never (1) checklist. The students faced problems in all of speaking indicators namely grammar, vocabulary, comprehension, fluency and pronunciation.

Keywords: Speaking; Skill; Speaking Skill; Informative Speech

INTRODUCTION

By having good speaking, it is able to make someone understand the speech. It is because a good communication is the understanding and the comprehension between a speaker and listener. For example, a communication between a teacher and his students, the teacher should have a good speaking skill because he has to make his students understand his materials through the speech. . The students learn and practice English during the speaking class. They have to speak English, they have to practice their English in communication and in informative speech. But, there are some problems occurred during the class. So the writer will analyze the students' speaking skill in informative speech at first semester students' of Development Economics major of STIE-SAK academic year 2024/2025.

Other language skills such as listening, reading and writing have important function in life. Speaking skill is fundamental in human communication, speaking plays a very important role in human daily communication. It looks strange if in a day someone does not speak any single words. There are some definitions of speaking from the experts. Nunan (2003) says "mastering speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the skill to carry out conversation in the language."

Nunan (2003) also states speaking is the productive oral skill, and speaking in a new language is harder than reading, writing, or listening for two reasons:

1. Speaking happens in real time: usually the person you are talking to is waiting for you to speak right then.
2. When you speak, you cannot edit and revise what you wish to say.

Moreover, Hill and Pincas (2003: 76) state however good a student may be at listening and understanding, it need not follow that he will speak well. A discriminating ear does not always produce a fluent tongue. There has to be training in the productive skill of speech as well. It means that speaking is most important skill to be mastered in teaching and learning process. Teacher should have skill to speak in front of their students for many reasons, such as explaining concepts or ideas, delivering information, or sharing knowledge and experience. There are some types of speaking that should be known by the speaker. Kline (1989: 2- 3) describe the types of speaking: briefing, speech and teaching lecture. In this research was described speech.

Based on the above explanation can be drawn that speaking is very important and useful for activities done every day and for the teaching and learning process. The characteristics of speaking will help learners much in carrying out the oral presentation. Such characteristics suggested by Brown (2001) in Budiastuti (2007) are summarized as follows:

- 1) Clustering
Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.
- 2) Redundancy
The speaker has the opportunity to make the meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language. Reduced form constructions, elisions, reduced vowels, and so on; all form special problems in teaching spoken English. Students who do not learn colloquial constructions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.
- 3) Performance variables
One of the advantages of spoken language is that the process of thinking as someone speaks allows him to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. One of the differences between native and non native speakers of a language is their hesitation phenomena.
- 4) Colloquial language
Make sure that the learners are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.
- 5) Rate of delivery
Another salient characteristic of fluency is rate of delivery. One of ways in teaching spoken English is to help learners achieve an acceptance speed along with other attributes of fluency.
- 6) Stress, rhythm, and intonation
This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.
- 7) Interaction
Learning to produce wave of language in a vacuum – without interlocutors – would rob speaking skill of its richest component; the creativity of conversational negotiation.

Thus, from the explanation above, in speaking performance, accuracy and fluency are important goals. Accuracy includes clarity, articulation, correct grammar and speech sound, whereas the scope of fluency includes the flowing of the language, and how to produce natural language.

Speech is a way of speaking to audience. Speech is one of the many ways to communicate. There are some purposes of speech and one of them is informative. According to Dale & Wolf (2008), the major purpose of an informative speech is to give clear and correct information to listeners which will teach them about something. Your listeners should enjoy and be interested in the information you present. So informative speech is all around us, when hearing a report, teacher give explanation, talk at a group meeting, and so on. All of that is informative speech.

Dale & Wolf (2008) add the aim of informative speech is to present information to an audience so that they will understand and remember it. Speaker talks and give information as clearly as possible. Kline (1989: 3) state definition of speech, a speech generally has one of three basic purposes: to inform, to persuade, or to entertain. The informative speech is a narration concerning a specific topic but does not involve a sustained effort to teach. Speeches to civic clubs, orientation talks, and presentations at commanders' calls are examples of speeches to inform.

From the explanation about speech, the conclusion is speech is a way of speaking to audience. Speech is one of the many ways to communicate, there are three parts of speech namely introduction, body and conclusion. And there are some preparations before doing speech. To deliver a good speech, speaker must have speaking skills or speaker has to learn how is the process to make our speech can be understood and memorable by the audience. There are three parts of speech:

1. Introduction (it is the opening of a speech)

In introduction, the speaker must introduce to:

- the topic
- the purpose
- yourself to your audience
- short
- understandable sentences

2. Body (it is the middle or main part of a speech)

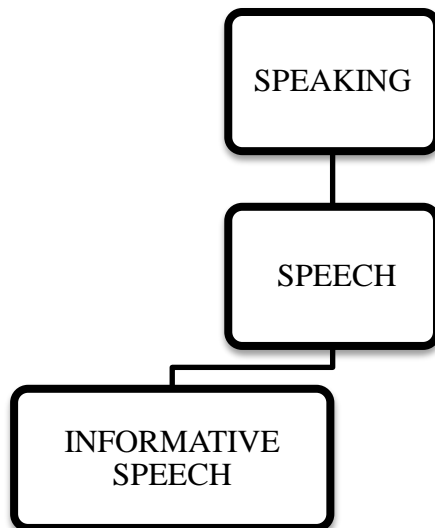
The body of your speech will contain the outline of the major ideas you want to present:

- List the main headings or subtopics related to your subject
- Narrow down your list of main headings
- Order your main headings logically
- Develop your main headings

3. Conclusion (the ending of a speech)

The conclusion will contain a summary of what you spoke about as well as final remarks to end your speech gracefully. A good summary reminds your audience about what you said and helps them to remember your information. It means that prepares a summary of what you spoke about and prepare a memorable conclusion.

Moreover, Kline (2007) states methods of presentation. Speakers can use one of four common methods of presentation: 1) speaking from memory, reading from manuscript, 3) speaking impromptu with no specific preparation, and (4) speaking extemporaneously with, ideally, a great deal of preparation and a limited number of notes. The fourth method usually allows us the most freedom in adjusting to an audience as we speak and is best suited for almost all speaking. Due to the theories above, the research framework could be conceptualized as below:



From the framework of this research, Students have to master speaking especially for English students. It can be used in communication and interaction with others especially in English class. However, the students of Development Economics had problems in speaking especially in using informative speech. Moreover, they have studied vocabulary, grammar, listening, pronunciation and speaking. Thus, the writer is interested to analyze students' speaking skill in informative speech.

METHODS

In this research, the writer uses descriptive research to analyze the students' ability of speaking informative speech. Gay (2000) states that the descriptive research involves collecting data in order to answer the questions concerning the current status of the subject of the study.

Moreover, McDonough (2007) defines descriptive research is a research to make explicit the significant effects within the context itself. To this end the research attempts to provide a rich account of the whole situation rather than mineralize it.

This research is done in order to get description about students' ability in informative speech. The writer analyzes and describes the students' ability of STIE-SAK in speaking informative speech. The students use figurative speech in his/her speaking.

According to Gay (2000) said that "population is defined as a group of interest to the researcher, the group to which the result of the study will ideally generalize". So the population of this research is the students of Development Economics of STIE-SAK academic year 2024/2025. According to Gay (2000) states that "the sample is part of respondent or representative population that will be investigated". Then, sampling is the process of selecting a number of individuals for a study in such way that they represent the larger group from which they were selected.

The instrument that is used to collect the data in this research is speaking test. The writer asks students to speak in informative speech, they share information related to their speech and the writer record and then analyzed the speaking result. The students will speak English in front of the class and give speech. The form of the test in this research is reliable and valid because the students have learned about speech in English subject.

The questionnaire also use to get the data. The writer make a table of questionnaire related to the speaking indicators to see the students' problems in speaking. This questionnaire is made based on the indicators of speaking. In this research, the writer uses five choices questionnaire: 1) Always, 2) Often, 3) Sometimes, 4) Rarely and 5) Never in order to know the students' response from the questionnaire. The questionnaire is used to get

the data from the students in order to see the students' problems in speaking informative speech. In this questionnaire, it is used five criteria based on the speaking scoring rubric. The questionnaire is given to the students to be checklist.

Test was collected from the students' performance of informative speech. They are asked to speech in English and used informative speech in front of the class one by one, and the writer gives score and then analyzes the test by using speaking scoring rubric to see the students' ability in speaking informative speech. The form of the scoring rubric is taken from Brown (2004). In questionnaire, the writer distributes the questionnaire to the students to be checklist, the students read the instruction and checklist the questionnaire based on their selection. In this questionnaire, the writer uses five checklists namely 1) Always, 2) Often, 3) Sometimes, 4) Rarely and 5) Never based on the students' answer.

In analyzing data, the writer analyzes the speaking test based on the speaking rubric. Then, the writer calculates the raw score, after that, the writer calculates the percentage of students who have problem in each indicators specifically. In qualitative data, the writer will analyze the data based on the result of the real problem faced by the students. Then the data is described with each step followed in conducting the research chronologically. Therefore, the writer applies the theory from Gay & Airasian (2000):

1. Data managing: the writer collected the data from speaking test and questionnaire from the students of STIE-SAK. This is done in order to organize the data and check it for completeness.
2. Reading/memoing: the writer read the data from the Students of STIE-SAK.
3. Description: the writer describes the data from all instruments to provide a true picture of settings and events that take place in it.
4. Classifying: the writer classifies the data that is gotten from the students of STIE-SAK in speaking informative speech.
5. Interpreting: the writer interpretes the data from all of the data in order to identify and get the real data.

RESULT AND DISCUSSION

The first instrument was speaking test, the students spoke in front of the class by using informative speech. Through the test and interview, the writer scored the students' performance by using the scoring rubrics and then after the students performed their speech, the writer asked some questions related to the indicators of speaking rubrics to see the problems faced by the students in speaking.

Speaking test used in this research was speaking performance where the students were asked to speak in informative speech to give information to audience. The students performed their speaking while the writer gave score from their performance. After getting the data, the writer gave score to their performance based on the scoring rubric.

From the score, it could be seen that the students' speaking ability was not good because the highest score was 72 and the lowest score was 48. After getting the data, the writer counted the percentage of the students and counted the students who got A, B, C, D or E. The data could be seen in the table below:

No	Interval score	Frequency	Percentage
1	81-100	0	0 %
2	70-80	1	10 %
3	60-69	5	50 %
4	50-59	3	30 %
5	0-49	1	10 %
total		10	100 %

From the result of the test, it could be seen that there was no student got A, one students got B (10 %), five students got C (50 %), three students got D (30 %), and there was one student got E (10 %). Then the writer counted the students' mean score as follow:

No	Sum of students	Total score	Mean score
1	10	604	60,4 %

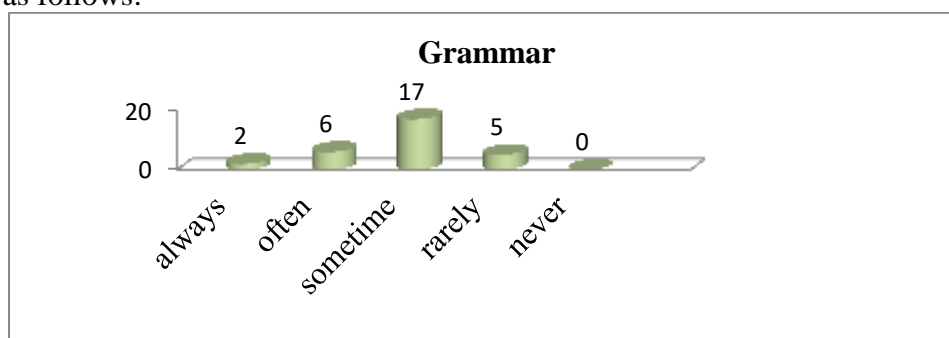
So the writer concluded that the students' speaking skill was in average grade because the mean score was in average score, that was 60, 4 %. Then the writer counted the students' score for each indicator from the speaking scoring rubric. There were five indicators, they were accent, grammar, vocabulary, fluency and comprehension. The score for each indicator was 20 for the highest score and the lowest score was 4.

It could be concluded that the result of students' level for five indicators. For accent, the students got good level, the students' score for grammar, vocabulary, fluency and comprehension was in average. But in general the students' ability in speaking informative speech was in average score because the students' mean score was 60, 4 %, it was in average level.

After getting the data, the writer described the find of the questionnaire. There were 10 respondents in fulfilling the questionnaire. The form of questionnaire was checklist questionnaire, there were five indicators in questionnaire form namely grammar, vocabulary comprehension, fluency and pronunciation. There were 150 checklist should be done by the respondents. From the five indicators, the students were dominant in "sometime", it meant that the students sometime have problems in speaking especially in informative speech. It was found that the total checklist of the respondents were in sometime (94) checklist, often (26) checklist, always (15) checklist, rarely (13) checklist, and never (1) checklist. In order to see the result of the questionnaire, the researcher would discuss the indicators one by one as follows:

Grammar

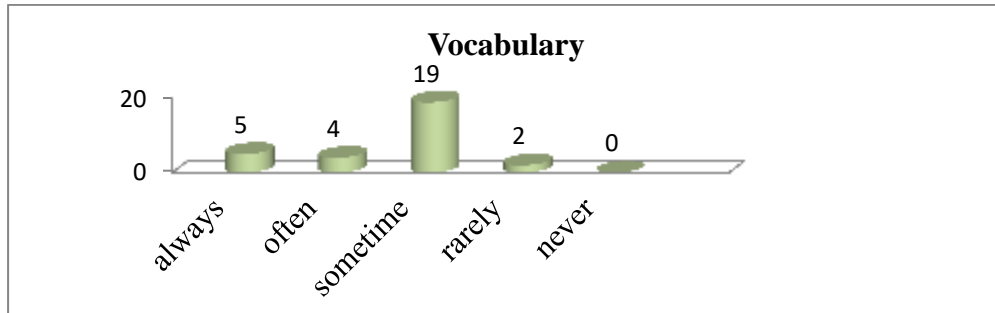
Grammar in this indicator was the correct form of language used by the speaker like the use of grammatical, tenses and making a correct sentence. From the result of the respondents in grammar indicator, most of the respondents were dominant in sometime. It meant that the students sometime have problems in speaking in informative speech. The result of the respondents as follows:



From the result of questionnaire in grammar indicators, there were 17 checklists from the respondents. The students were sometime having problems in grammar when speaking.

Vocabulary

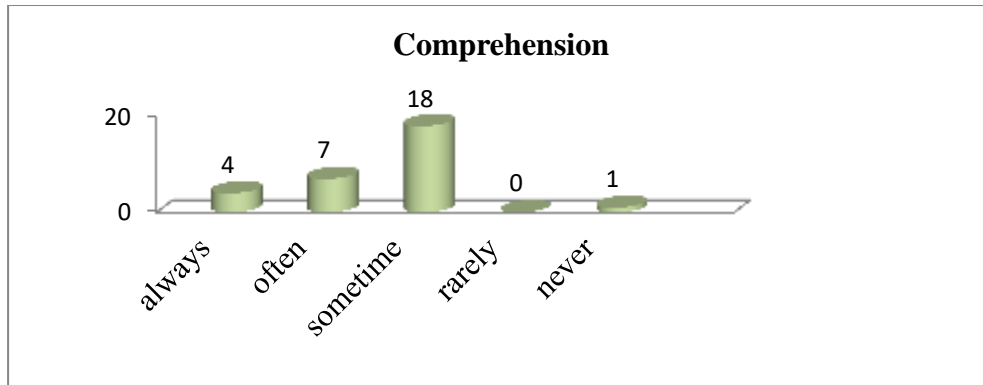
Vocabulary is the important aspect in learning English especially in speaking. Based on the questionnaire, it was found that the students faced problems in vocabulary. The dominant checklist in vocabulary indicators was in sometime checklist. There were 5 checklists in always, 4 checklists in often, 19 checklists in sometime, 2 checklists in rarely and no checklist in never. The result could be seen as follows:



In conclusion, the students faced problems in vocabularies, sufficient vocabularies, and the use of idioms colloquialisms and pertinent cultural references were dominant in sometime checklist because there were 19 checklists from the result of the questionnaire.

Comprehension

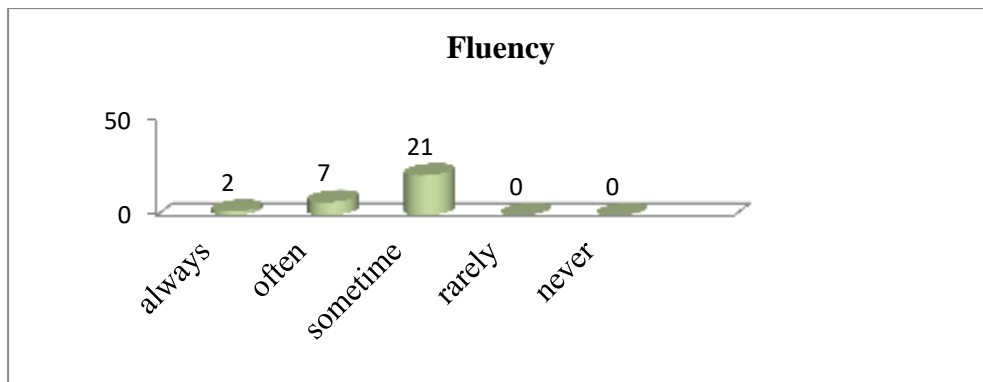
While in comprehension, the indicator used to see the students’ problems in comprehension their speech, the aims were to see their speech coherent with each sentences or not, paid attention to the sequence of sentences in speech, and experience their speaking well. From the result, the students were still dominant in sometime checklist. The data was in the graph below:



From the graph above, there were dominant checklists from the respondents in sometime. There were 18 checklists from the respondents. So it could be said, the students comprehension in speaking informative speech was in sometime checklist. Most of them sometimes have problems in making coherent with each sentence in speaking, sequence of sentences, and experience their speaking in informative speech.

Fluency

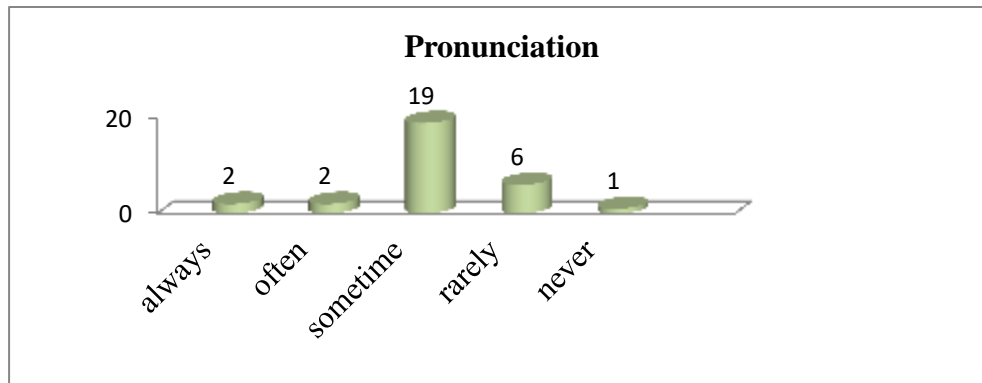
Fluency indicator in this research was how the students paid attention on connecting words, handle the situation and how the speaker was fully accepted by audiences. From the result of the questionnaire, it was found that the most of the respondents were in sometime level. There were 21 checklists by respondents in sometime. The data was in the graph below:



There were 21 checklists from the respondents in sometime, 7 checklists in often, 2 checklists in always, no checklist in rarely and never. So, most of the respondents or students sometimes have fluency in speaking informative speech.

Pronunciation

The last indicator was pronunciation, the questions of the questionnaire in pronunciation were: making errors in pronunciation, pronunciation were quite rare and solved the problem by learning more about the pronunciation. From the result, the dominant score was still in sometime checklist. There were 19 checklists in sometime, the students sometime have problems in pronunciation. Then in another checklists could be seen in the graph as follows:



From the graph above, there were also dominant checklists in sometime. The students sometime have problems in pronunciation and sometime the pronunciation are quite rare and the students sometime solve the problem by learning more about the pronunciation.

So from the finding of the questionnaire, it was found that from 150 checklist, most of the respondents were in sometime checklist, there were 94 checklist in sometime, 26 checklists in often, 15 checklists in always, 13 checklists in rarely and 2 checklists in never. The writer concluded that the students sometime have problems in speaking informative speech. It was proved by the result of the questionnaire from the first semester students of Development Economics Major of STIE-SAK academic year 2024/2025.

CONCLUSION

Based on the findings of this research, it can be concluded that the students' speaking ability in informative speech is at an average level. The students' scores ranged from 48 to 72, with a mean score of 60.4%, indicating that their performance was generally average. The assessment of five speaking indicators—accent, grammar, vocabulary, fluency, and comprehension—showed that the students performed well in accent but faced challenges in grammar, vocabulary, fluency, and comprehension. The questionnaire results further revealed that most students "sometimes" experienced difficulties in all these areas, particularly in vocabulary, fluency, and pronunciation. These findings suggest that while the students demonstrated some strengths, they also need improvement in these key areas to enhance their overall speaking skills. Therefore, targeted teaching strategies are recommended to address these weaknesses and improve their proficiency in speaking informative speech.

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