

# An Analysis of Students' Speaking Ability in Speech at English Department of UMN Al-Washliyah Medan

Yulinda Oktaviana Harahap<sup>1,\*</sup> Yenni Rozimela<sup>1</sup>

<sup>1</sup> English Department, FBS, Universtas Negeri Padang, Padang, Sumatera Barat 25131, Indonesia

\*Corresponding author. Email: [yulindaoktaviana@gmail.com](mailto:yulindaoktaviana@gmail.com)

## ABSTRACT

Speaking is one of the important part in language skill that students should have in order to be able to communicate in English. Speech is one of ways for students to practice their English speaking and build their self confidence, share ideas, and express themself to audience. The descriptive research focused on analyzing of students' speaking ability in speech at the the sixth semester of Muslim Nusantara Al-Washliyah Medan in the Academic year of 2020/2021. The participants of the research were 10 randomly selected students of the English Department. The data were collected through speaking test, requiring the students to deliver a speech that had been analyzed based assessment of speech from [1] & [2], including (a) organizing speech ; (1) Introduction, (2) Body ; main point; supporting material, connective statement, (3). Conclusion; signal the end, pauses and vocal variety, reinforcement), (b) wording the speech; (1) vocabulary used, (2) grammar. (c) delivering a speech; (1). Speakers body; eye contact, gestures facial expression movement. (2).Speaker voice; pronunciation and articulation. The result found that the student' speaking ability in speech was categorized into "good". The average score achieved was 73.9; thus, it needed more encouragement especially in speech organization, and wording the speech.

**Keywords:** Ability, Speaking, Speech

## 1. INTRODUCTION

Speaking is one of the important skills in English that should be mastered by students. It is a way for students to express their knowledge, to share the important message, and to show their performance. In order to have English communication skills, students have to master high level proficiency in speaking. Through speaking, everyone can express their opinions, ideas, and thought spontaneously. Speaking is important as the others but it need big efforts and practices to master it.

Unfortunately, in reality, many students think that speaking is the most difficult skill especially in delivering a speech. In fact many students are still unable to practice speaking in English They are afraid to speak when things go wrong, for example when the pronunciation of a word is not clear. The problems comes from internal factors and external factors. Internal factors come from each students, such as lack of vocabulary and poor grammar understanding.[3] showed that similar difficulties in speaking ability namely pronunciation, grammar and vocabulary. In other hand, the externals factors included anxiety, shy and fear negative evaluation. In addition, the

problems of speaking can also be derived from teachers' and students' sides. These problems can be categorized as psychological factors which affect students' speaking ability [4].

Studies found that many students were still not be able to use correct word choices, discourse markers, or social formula in their speaking [5] .The students who have high level of anxiety, worry, fear and low level of self confidence in foreign language classes may have difficulties in developing their speaking ability [6]. Moreover, Most ESL students were facing problems especially in speaking skill, such as lacking of confidence [7], and feeling ashamed of the other students' attention towards themselves [8].

Speech is one of ways for students to practice their English speaking. When students express their knowledge and share their ideas to the listener or audience, they should speak accurately and clearly, so the audience may accept and understand the message they convey. This means that students need ability or skill to become a good speaker especially in delivering speech. If a student has ability in speaking English, automatically

making the students to be able to speak English accurately and effectively in communication.

Speaking activities can be divided into seven, namely: (1) talking based on pictures, (2) speaking based on sound stimuli, (3) speaking based on pictures, (4) telling stories, (5) interviews, (6) discussing and debating, (7) giving speeches [9]. Furthermore, there are various activities depend on what purpose they want to attain. Some of them give the students chance to have role plays, debates, or group discussion with their friends. The others may ask them to have presentation or speech in front of the class as more challenging activities. [10].

Public speaking is more highly structured; it requires more formal languages, public speaking requires a different method of delivery. Different circumstances call for different types of speeches. Some sources categorize these speeches in different ways: by the amount of preparation time, they require or by the purpose of the speech. There are three types of speeches based on [11] the first type of speech is *informative speeches*, which aims to teach the audience a small but useful tidbit of information. The second type of speech is *persuasive speech*: the purpose of the persuasive speech is to change people's minds or behavior about something. The third type is *ceremonial speeches*: one that is given to mark an important occasion's life, such as a graduation speech, a wedding toast, or eulogy at a funeral. The speaker should have interested and attractive speech in the introduction part of the speech performance to gain attention and the interest of the audience.

Gregory, (1990) says all good speeches are organized and made up of three parts: introduction, body, and conclusion. Similarly, (Lucas, 2012: 166) says the first step in developing a strong sense of speech organization is to gain command of three basic parts of speech; introduction, body, and conclusion. Moreover, Lucas, (2012) & Gregory, (1990) say that assessing speech consist of organizing speech, wording the speech/ language used, and delivering a speech. The first is (a) organizing speech, including (1) Introduction, (2) Body as the main point including supporting material, connective statement, and (3). Conclusion which signal the end, pauses and vocal variety, reinforcement, (b) Wording the speech, including (1) vocabulary used, (2) grammar and (c) delivering a speech, including (1) Speakers body such as eye contact, gestures facial expression movement, and (2). Speaker voice including pronunciation and articulation.

Therefore, a speech should be in a structured and deliberate manner, delivered with sincerity. Every public speaking speech usually will have a function, it is

whether intended to inform, influence, or entertain the audience.

Some previous research investigated the students' speaking ability. For example, [12] and [13] used conversation based on situation and also assigned the students to discuss a topic in group. The students' speaking ability in announcement [14]. In speaking activities in group discussion activity in English Teaching class. Then, the students' personality in their speaking ability [15]. After that, the problems in teaching speaking during the teaching learning process were also found by [16]. Moreover, [17] found that speaking students' anxiety in public speaking was found in their learning and oral presentation. Furthermore, Student speaking ability in retelling story [18].

From previous research above only a few a have investigated a speech to assess students speaking ability and for that, speaking ability in speech is needed to be discussed. This research presented the students' speaking ability in speech. Related to the current situation, the COVID-19 pandemic, teaching, and learning are requested to be held in the online environment at all levels of education. In other words, the teaching and learning process is conducted remotely in which teachers and students hold the learning process from home. In this situation, the researcher will collect data from speech through a video recorder. The students are asked to deliver a speech through a video recorder. This research will investigate students' speaking ability in speech.

## 2. METHODS

The type of the research is descriptive research. In this research, the researcher intended to analyze the students' speaking ability in delivering a speech. The data is collected from speaking test administered to the students at six semester of UMN Al-Washliyah Medan in Academic Year 2020/2021. The researcher used speaking test as the technique to find out speaking ability in speech. Related to the current situation, the COVID-19 pandemic, teaching and learning process are conducted by lectures adjusting to the current situation. For instance, students are asked to do speaking test in speech through video recorder. At last, the researcher analyzes the students' speaking ability in speech through (a) organizing speech, including (1) Introduction, (2) Body as the main point including supporting, connective statement, and (3). Conclusion which signal the end, pauses and vocal variety, reinforcement, (b) Wording the speech, including (1) vocabulary used, (2) grammar and (c) delivering a speech, including (1) Speakers body such as eye contact, gestures facial expression movement, and

(2). Speaker voice including pronunciation and articulation.

After that, each indicator of students' speaking ability in speech was given rating; then, the researcher calculated the scores by using the formula:

$$\text{Score} = \frac{\text{The result of respondent}}{60} \times 100$$

The next is the students' product speaking is scored by using the following classification which divided into four classifications as follow.

**Table 1. Classification of Speaking Score**

Range of the Score	Description
80-100	Very good
65-79	Good
50-64	Fair
1-49	Bad

Source: [19] Arikunto (2000: 352)

### 3. RESULT AND DISCUSSION

#### 3.1 Result

The research was conducted to find out the speaking ability in speech. As previously stated, the purpose of this research was to find out how the students' speaking ability in speech. The sources of data in this research were based on the speaking test through video recorder by students of UMN Al-Washliyah. The findings of the research are as follows:

**Table 2. Students' speaking ability in speech**

Range of the Score	Description	Frequency	percentage
			4
80-100	Very good	3	30%
65-79	Good	7	70%
50-64	Fair	0	0%

1-49	Bad	0	0%
Total 10 100%			
Average Score 73,9			

The table above shows that the speaking ability in speech at English Department of Universitas Muslim Nusantara Al-Washliyah Medan ranged from the very good to good. It is noticeable that the average score was 73,9, which was categorized as good. In addition, 3 of 10 got scores ranging between 65-79 which were in the category of Good. Meanwhile, 30% of the students (3 students) were in the category of Very Good, and no student achieved the score below 79, meaning that none of them were included in the category Fair and Bad and Fair. Finally, it is also clearly seen that no students obtains the score in the category of being fair. In short, it sum up that the students' speaking ability in speech of English Department of Universitas Muslim Nusantara Al-Washliyah Medan students was in the category of good.

### 3.2 Discussions

#### Analysis of the Test Result

Based on the result of the research, the researcher noticed that most of English Department students at Universitas Muslim Nusantara Al- Washliyah Medan had good speaking ability, especially in speech. During the research, the students were assessed through three component of speech. The first is (a) organizing speech, including (1) Introduction, (2) Body as the main point including supporting material, connective statement, and (3). Conclusion which signal the end, pauses and vocal variety, reinforcement, (b) Wording the speech, including (1) vocabulary used, (2) grammar and (c) delivering a speech, including (1) Speakers body such as eye contact, gestures facial expression movement, and (2). Speaker voice including pronunciation and articulation.

#### 3.2.1 Organizing speech

##### 3.2.1.1 Introduction

There were only 3 students who had succeeded to get the attention and interest of the audience. Those students followed the theory and chose one strategy applied by the expert. For more detail please notice the table 3 below.

**Table 3 Student who had succeed to get attention and interest of the audience.**

Students	Analysis
The students followed the theory and chose one strategies applied by the expert	
Student 4	Good attention to the audience. And he could relate her speech topic to the audience. <u>It was by explaining some related bullying among teenagers Indonesia.</u> Therefore, it could probably caught the audience attention and interest.
Student 6	Good opening speech. He might catch the audience interest by expressing words to increase his spirit, also the audience attention by stating a question.
Student 9	No specific addressing, but she started by telling the real story of his own experience and followed by sharing some expressive statements in opening of his speech. These actions would invite the audience attention and interest.

Then, 7 students could not succeed to get the audience’s attention and interest because they did not rely on the theory learned for helping them of how to get the audience attention as he/ she was opening speech. In addition, they did not also use any expressive action. Their opening speech was mostly monotone and flat.

**3.2.1.2 Body**

**3.2.1.2.1 Main Point**

4 students could arrange their main points of speech. Some main points could be identified but they still needed the clarity because it could invite audience boredom. Meanwhile, some of them did not really connect nor clearly identified but it was not scrambled.

**Table 4 Students who had arranged their main points of speech in a good way**

Students	Analysis
Student 1	The main points were apparent and the organization was good. It consisted 3 main points

	which could help the audience ti connect critical thinking.
Students 9	The main points were good and might help audience connect critical thinking.
Student 8	They were good organized and might help the audience connect their thinking his speech.
Student 10	They were well arranged.

**3.2.1.2.2 Supporting Material**

There was only 1 students applying adequate supporting materials to reinforce the message contained in the main points of speech.

**Table 5 Students who had applied adequate supporting material**

Students	Analysis
Student 2	Additional information to strengthen his main points of speech were clear and the audience might catch his message.
Student 4	Supporting material might support his main points of speech which somewhat cleared by the audience.
Student 8	Additional information to strengthen his key points was clear and completed by facts for experts.

Meanwhile, the other students seemed to develop supporting material but the discussion were still lack of sources, no reinforcement, too general information, even one student (Student 10) did not applied supporting material; the discussion was only relied on their own opinion with no facts as reference.

**3.2.1.2.3 Connective Statements**

As long as performing informative speech, many students only presented general information to support their main points of speech. There was no fact and no specific information.

### 3.2.1.3 Conclusion

#### 3.2.1.3.1 *Signal the end*

The students clearly reviewed all of the main part of the speech and were able to signal the end of the speech. They let the audience knew that they closed the speech consistently to support the verbal message and kept the interest of the audiences.

#### 3.2.1.3.2 *Pauses and vocal variety*

The students used natural variation of vocal characteristic in a way that clearly enhance the speech.

#### 3.2.1.3.3 *Reinforcement*

The students used reinforcement for the key points and the central idea was strongly connected (by summarizing speech or end with quotation or making dramatic statements).

## 3.2.2 Wording the Speech

### 3.2.2.1 *Vocabulary used*

The students fulfilled the criteria of a good speech, in the case of: the words /vocabulary that were familiar, simple, concrete, precise, understandable, and well comprehensive.

### 3.2.2.2 *Grammar used*

Some of the students' errors showed major patterns, uncontrolled and causing occasional misunderstanding.

## 3.2.3 Delivering Speech

### 3.2.3.1 *Speaker Body*

#### 3.2.3.1.1 *Eye Contact*

The students frequently maintained eye contact with the audience during the entire speech: in the introduction, body, and conclusion.

#### 3.2.3.1.2 *Gestures/Facial Expression*

The students occasionally showed facial expression with the audience throughout the speech and the students frequently used gestures with the audience throughout the entire speech.

### 3.2.3.2 *Speaker Voice*

#### 3.2.3.2.1 *Pronunciation and articulation*

The students pronounced the words correctly, articulated clearly, and intonated appropriately.

## 4. CONCLUSION

The result of the research showed that 3 students or 30% were included in very good category, 7 students or 70% were included in the good category, 0 students or 0% was included in the fair and bad category. From the result of quantitative data analysis, it was concluded that in average the students possessed good grades in speech, but they needed some improvements in vocabulary. It was expected for further research to work more on students' difficulties or problems in delivering a speech. The researchers hoped that the result of this research could be used as a reference to see the students' speaking abilities at English Department of Universitas Muslim Nusantara Al Washliyah Medan.

## AUTHORS' CONTRIBUTIONS

It is hoped that the description will be used in this research as a reflection for other researchers to do more research on anxiety especially the students' speaking ability in speech. In the next investigation there must be some methods of dealing with it. The other researchers have to discover strategies. To improve students' ability to pronounce the English language. The students must be able to find the ideal teaching atmosphere in order to optimize the teaching and learning process.

## AKNOWLEDGMENT

All praise, honor, and glory to Allah SWT, who has given the writer strength, belief, and guidance to accomplish this article *An Analysis of Speaking Ability in Speech* at English Department of UMN Al- Washliyah Medan.

A great appreciation for the lecturer who gave many contributions in finishing this research especially the lecturer at English Department of Universitas Muslim Nusantara Al-Washliyah Medan. I also would like to thank to my advisor, Prof. Dra. Yenni Rozimela, M.Ed., Ph.D, who helped me in doing this research.

## REFERENCES

- [1] S. E. Lucas, *The Art of Public Speaking*, 11 th ed. New York: The McGraw-Hills Companies, Inc., 2012.
- [2] H. Gregory, *Public Speaking for Collage and Career*, 2nd ed. New York: ITC Garamond Light By Ruttle, Shaw & Watherill, Inc., 1990.

- [3] M. Nurvita, B. W. Pratolo, N.L. Nuroniah, and Z.Rizon, "The Analysis of Senior High School Students' Speaking Performance," *Int. J. Scientific Technol. Res.*, vol.8,no. 10, pp. 8-10, 2019.
- [4] T.R. Souisa, " Study on Speaking Problems and Psychological Factors Encountered by Students in Developing Their Speaking Skill at SMA KRISTEN DOBO, ARU DISTRICT,"vol.1,no.1, pp. 9-21, 2020
- [5] U. Khairani, A. Fauzia, and R. Syafei, "An Analysis of Student' Speaking Ability in Role Playing Dialogue of Guests Handling at Vocational High School," *J. English Lang. Teach.*,vol.6,no.1,pp.71-76,2017.
- [6] G. Tridinanti, "The Correlation Between Speaking Achievement of Undergraduate EFL Students of Private University in Palembang," *Int. J. Educ. Lit. Stud.*, vol. 6, no.4, p.35,2018,doi: 10.7575/aiac.ijels.v.6n.4p.35.
- [7] K.M.Yee and M.J.Z. Abidin, " The Use of Public Speaking in Motivating ESL Learners to Overcome Speech Anxiety," *J. Stud. English Lang.Lit.*, vol.2, no., pp. 34-41, 2017, doi: 10.18869/acadpub.ijree.2.1.3.4.
- [8] Lestary, "Preliminary Analysis of Storytelling Skills in Children 5-6 Years Old," *Sci.J. Vis. Pgtk Paud Dikma*, vol.13, 2018, doi: <https://doi.org/10.21009/JIV.13.02.10>
- [9] L.M.Leong, Ahmadi, and S. Masoumeh," An Analysis of Factors Influencing Learners' English Speaking Skill," *Int.J.Res. English Educ.*, vol.2. no.1,pp.34-42, 2017, doi: 10.18869/acadpub.ijree.2.1.34.
- [10] D. Savitri and H. Ardi, "Analysis of Students' Speaking Ability in Video Project at STKIP Muhammadiyah Muaro Bungo, "Proc. Ninth Int. Conf. Lang. Arts (ICLA 2020), vol. 539, no. Icla 2020, pp 47-50, 2021,doi: 102991/assehr.k.210325.009
- [11] Gladen and R. Naomi, "Types of Public Speaking." Retrieved in January 2013 from <http://suite101.com/article/types-of-public-speaking-a2800.,2007>.
- [12] Mukammal, Priyono, and Amrullah, " Students English Speaking Ability: Senior High School, " *Int. Res.J.Eng. IT Sci. Res.*, vol., no.2, pp. 1-13, 2018.
- [13] Rukhmaryadi, Zaim, and D.Anwar, "An Analysis of Non-English Department Students' Speaking Ability at Universitas Riau," *Proc. 2nd Int.Conf.Innov.Educ. (IcoIE 2020)* , vol.504,no. IcoIE, pp. 28-34, 2020.
- [14] S. Yuliyani, H.Oktawati, and K. Eki," An Analysis of The Students Ability in Speaking Announcement," *Selecting*, vol.2,no.2,pp.42-48,2020.
- [15] M.Jannah and A. Halidin," Analysis of Students' Personality in Their Speaking Ability at Second Grade of SMPN 2 Prepare, "*Inspiring*, vol 3, no.2,pp. 10-21,2020.
- [16] M.F. Bafadal and M.Muslimin, " An Analysis of Students' Speaking Ability on Specific Purpose of Learning," *Linguist.ELT Journal*, vol. 7, no.1,pp. 23-40,2020.
- [17] Kamridah," Correlation between Level of Anxiety and Public Speaking Performance Through Systematic Learning Approach in Foreign Language," *Int.J. Sci. Res.*, vol.5, no.9,pp. 1658-1663,2016,doi: 10.21275/ART20161991.
- [18] D.A Fitri and A. Idayani, " An Analysis of Students' Speaking Ability in Retelling Story on Descriptive Text at The Second Grade Students of SMP YLPI," *Perspekt. Pendidik dan Keguruan*. Vol. 12,no1,pp.58-66,2021.
- [19] S. Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta, 2000.