

## The Effectiveness of English Speech Materials Integrated Local Value for English Public Speaking Course

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### Abstract

Skill of delivering speech in English is crucial by industries' workers to support the global industry development. As a public speaker, a wider insight is a must since they will be in front of different people in different places. They must know value, norms, and ethics of the local people where they delivered their speech. Therefore learning materials for English speech integrated with local wisdom is carried out. The learning materials of speech are integrated with tourism culture. The learning materials are related to the value and culture of a place, event, product, issue, and person. The learning materials was developed applying Borg and Gall development model and Waters and Hutchinson materials design model. The effectiveness of the learning materials was conducted through quasi experimental research. There were 24 students in experimental group and 22 students in control group in Public Speaking class in English Department of PNP. The learning materials were applied in the class for one semester. Pre-test and post-test were given. By using SPSS, the results show that the learning material taught to the experimental class is more effective in the control class. Therefore, the English speech learning materials can improve students' English speech delivery performance.

**Keywords:** Public Speaking, Speech, Cultural Tourism, Materials

### Introduction

Speech delivery is one of public speaking activities. Delivering speech in English is needed to be acquired by employees who are working in industries. In this era, they are pushed to have this skill to support the global industry development. Actually, teaching English speech is very challenging. It is not only about transferring the knowledge and skills, training the learners on how to conquer the fear and build self confident, but also widen the learners' insight since they will deliver it in different places and in front of different people. The teaching of English speech delivery must facilitate the learners of having a chance to recognize and understand the culture and wisdom of the local community (local wisdom) where the speech is delivered. Fatmawati (2021) stated that local wisdom is evidence of an existence of the behavior of local people who show the color of behaviors that contain values, norms, and customs have a wise nature, wise and good value mutually agreed upon in a particular place. She also said that The planting of these values is based on the values, norms and customs owned by each region.

Local knowledge or indigenous knowledge is another name for local wisdom (Ellen, Parker & Bicker in Dahliani et al., 2015) Knowledge that is associated with: first, a place, and a set of experience, and developed by the local people; second, a knowledge acquired through mimicry, imitation and experimenting; third, day-to-day practical knowledge gained from trial and error; fourth, an empirical knowledge which is not theoretical; and fifth, a comprehensive and integrated knowledge in the realm of tradition and culture are all related to local knowledge. Dahliani also stated that Local Wisdom means

harmonious relationship between man, nature and the built environment in an area that is also influenced by its culture. Agung, (2011) stated that Local Wisdom is a term to represent value system and norm organized, held, understood, and applied by the local society based on their understanding and experience in interacting and interrelating with environment. Antariksa (in Dahliani et al., 2015) said that local wisdom is the positive behavior of man connecting with nature and the surrounding environment. Local wisdom can be understood as a local idea that is wise, full of wisdom, good-value, which is ingrained and observed by the people

Local wisdom must be inherited from one generation to another. Juniarta et al., (2012) said that Local wisdom is the life value order inherited from one generation to another in the form of religion, culture or custom that is commonly spoken in nature in a society's social system. The presence of local wisdom in the society is the result of adaptation process to a usually inhabited environment in which interaction often occurs from one generation to another in a very long period of time. Damayanti, Dewi, & Akhlis (2013) in (Humaida et al., 2018) also said that the color of behaviour is passed down from generation to generation in the local community This definition is supported by Nakorntap et. al. (in Mungmachon, 2012) who said that the local wisdom is related to culture in the community which is accumulated and passed on. Therefore, local wisdom is appropriate to be integrated in the learning of English speech delivery since it will develop the insight of the speakers about the culture and wisdom of a local area, and also support the continuation of it.

Integrating local wisdom in speech class can be done by providing materials of tourism destinations and attractions or known as tourism culture or *budaya pariwisata*. (Prasodjo, 2017) stated that Local Wisdom can be learn through approaching tourism places. Asriady (in Okbar, 2019) stated that tourism culture introduces the sights, historical places as well as museums, representations local community values, and life systems, arts. By integrating these parts in speech, the learners can understand the nature and comparing it with the conditions culture that it has a new understanding, and the aesthetic value contained in it . There are three kinds of speech where tourism cultural can be linked. The first is informative speech. A good informative speech conveys accurate information to the audience in a way that is clear and that keeps the listener interested in the topic. If information is inaccurate, incomplete, or unclear, it will be of limited usefulness to the audience (Okbar, 2019; Rice, 2017). Informative speech will not tend to make audiences to change their opinions or to let them prefer something by the intentions of the speakers. The information should be clear and interesting to the audience. The speaker avoids giving opinion, yet in case he needs to serve a controversial issue or from few opposite sides, he has to completely attribute his/her talks with the sides which are against each other, not only one of them. Speakers also need to pay attention to the current issue.

In informative speech can be divided into three. They are (1) Demonstrative speeches are speech informing the audience on step by step of ways to do something. The speaker will need to make the steps clear and simple so the audience can do the same thing correctly, (2) Descriptive speeches are given to describe an object, person, place, or event. Depending on the topic of the speech, it can be laid out in a topical, spatial, temporal or chronological format, (3) Speeches of definition deal with explaining a concept or term. Generally, it is laid out in a topical, temporal or chronological format (Rice, 2017). Second is persuasive speech. Osborn et al., (2009) defined that persuasion is the art of convincing others to give favorable attention to our point of view. There are occasions when more formal acts of persuasion -persuasive speeches- are appropriate. Persuasive speeches intend to influence the beliefs, attitudes, values, and acts of others. Creating persuasive speeches are a matter to convince audience. What to propose to the audience conscience to do or choose an action are based on three kinds of propositions. They are (1) Propositions of Fact. This kind of proposition focus on whether or not a fact exists. (2) Propositions of Value. Persuasive speakers may also be called to address questions of value, which call

for a proposition judging the (relative) worth of something. These propositions make an evaluative claim regarding morality, aesthetics, wisdom, or desirability. Since propositions of value tend to be more subjective, speakers need to establish evaluation criteria by which the audience can judge and choose to align with their position. When advancing a proposition of value, a clear set of criteria and evidence for the speaker evaluation are offered, and apply the the evidence to demonstrate that the speaker has satisfied the evaluation criteria. (3) Propositions of Policy. A proposition of policy may call for people to stop a particular behavior, or to start one. Since the policy is commonly dedicated to social or communal betterments, it tends to be delivered with the correlative effects (Rice, 2017).

The third is inspirational speech. According to the Oxford Dictionary, inspirational means the process of being mentally stimulated to do or feel something, especially to do something creative. Process means any form of writing, speech, or media that causes another person to be mentally stimulated. But just being psychologically affected is insufficient. The listener must be stimulated to do something different that positively changes their lives (Woo, 2015). While, gurus of inspirational theory and psychology – Thrash & Elliot (2003) said that inspiration can be further broken down into three parts: 1) Transcendence; 2) Evocation and 3) Motivation. Transcendence means that a person is mentally influenced towards an idea or activity that is greater than one's everyday concerns. Evocation means to produce something, but the production of emotions or behavioral change in another person cannot be caused by force or direct implementation of one's will. Humphreys & Revelle's (1984) stated that there are two things that creates motivation: arousal and effort. To inspire another person, one must first create arousal or interest in the listener. When these three parts come together, inspiration would be able to work its magic. These three components are not mutually exclusive. They are required to work hand-in-hand to inspire. Woo (2015) stated that an inspirational speech help others to 1) see greater and better possibilities; 2) enable the person to willingly change their beliefs or behaviour; 3) motivate the person to actually do something because they now believe in what you say.

Beside, providing materials of tourism culture, histories of heroes can also be integrated in speech materials. Ali (2005) in (Hidayat (2017) said that Learning history is learning which is oriented on students' understanding on the history's materials that can awaken and develop and maintain the spirit of nationalism. The history of the struggle of the heroes can be integrated in one of the types of speech which is inspirational speech. West Sumatra is a part of Indonesia that are famous for its cultural tourism and heroes. The people are known as Minangkabau community. For teachers of English public speaking who teach in West Sumatra, learning the local wisdom of Minangkabau can be done by offering the learners to learn the local wisdom by giving tasks of *Pantai Air Manis* for persuasive speech of an event, informative of *Tabuik* as informative speech, the shifted of *baju kurung* as informative speech of an issue, *rendang* as persuasive speech of a product, and the hero Bung Hatta as the inspirational speech. The materials of English speech that are integrated with Minang kabau local wisdom has been developed and implemented in English Speaking class in English Department of Politeknik Negeri Padang.

## Methods

The development of the English speech learning materials applied Borg and Gall development model and Waters and Hutchinson materials design model. This RnD was carried out since this method is a function to develop and validate educational materials (Gall et al., 2003). In the development of the English speech learning material, Task-based Learning (TBL) approach which was proposed by Dave Willis and Jane Willis was applied.

For the effectiveness of the speech learning materials, a quasi-experiment was conducted. The sample was not taken randomly. Purposive sampling was applied in this research. According to Creswell (2009: 158), quasi-experiment involving 2 groups, experimental group and control group but did not

randomly enter participants into the two groups because there was already a complete group that had been formed and could not be tampered with by the researcher, so that the researcher could only take the complete individuals in a group. He also said that quasi research can choose cluster sampling technique, which is taking 2 groups as samples from several groups randomly (not taking individuals randomly) or purposive sampling, which is directly selecting 2 groups of certain samples because only 2 sample groups are available or for other reasons it can be used in a quasi-experimental.

In this research, group A was called as experimental group and group B was called as control group. Group A consisted of 24 students and group B consisted of 22 students. The students were enrolling in Public Speaking class in the third semester in English Department of Politeknik Negeri Padang. In the effectiveness of the English speech learning materials were carried out through by using SPSS. Test of normality, test of homogeneity, and parametric test or non-parametric test were conducted by the researcher. Descriptive statistic analysis would be carried out, in order to identify the difference in mean in experimental group and in control group.

### Result and Discussion

On the first meeting of Public Speaking class, the students in group A and group B were given pre-test. There result of the pre-test for group A and group B show more that the students were in the level basic and proficient. In group A, there were 24 students, and it was found that 75% the students are in level basic for the standardize of their English public speaking skill. While in group B, there were 22 students and 80% was in the level of basic. None of the students were in the level of advanced. The two groups were given After the pre-test, the English speech learning materials was applied in group A. The learning materials were given directly to the students in the classroom. After six months, post-test was carried out. It was seen that there were changing in the students' level of public speaking. In group A, there were students who are in advanced level, and proficient level, while in the post-test of group B, it was more variety; there were basic, proficient, and advanced levels.

To identify the effectiveness of the English speech learning materials, SPP was applied. There were test several tests being applied. The first was normality test (Table 1). The normality test which was applied was Shapiro-Wilk since the number of samples was  $< 50$ .

**Table 1. Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Exsperiment	.131	22	.200*	.949	22	.300
Posttest Exsperiment	.138	22	.200*	.882	22	.013
Pretest Control	.152	22	.200*	.951	22	.328
Posttest Control	.169	22	.104	.911	22	.049

From the SPSS result, it was identified that value of sig  $0,300 > 0,05$  (Normal) for experimental group pre-test, and sig  $0,013 < 0,05$  (Not Normal) for experimental group post-test. Then, it is identified that value of sig  $0,328 > 0,05$  (Normal) for control group pre-test and sig  $0,049 < 0,05$  (Not Normal) for control group post-test. It is concluded that the data in this research is not distributed normal. After normality test, homogeneity test was applied. Test of Homogeneity of Variances was chosen.

**Table 2. Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
2.097	3	88	.106

From the SPSS result (Table 2), value of sig 0,106 > 0,05. It is concluded that the data in this research has variances which are homogen. Since the data is distributed not normal and homogen, non parametric test was applied. Wilcoxon test was applied to identified whether there is an improvement score from pre-test to post test. Wilcoxon test in experimental group was conducted by using SPSS.

**Table 3. Wilcoxon Test**

	Posttest Experiment - Pretest Experiment
Z	-4.300 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

From the SPSS result, the value of sig 0,000 < 0,05 (Table 3). It is concluded that there is improvement in the experimental group. Wilcoxon test was also conducted in control group by using SPSS. The result is the value of sig 0,000 < 0,05 (Table 4). It is concluded that there is an improvement from pre-test to post-test in the control group.

**Table 4. Wilcoxon Test in Control Group**

	Posttest Control - Pretest Control
Z	-4.151 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

Since the data was distributed not normal and homogen, non parametric test was applied. Mann-Whitney test was applied to identified whether there is or there is not a difference of improvement between experimental group and control group (Table 5).

**Table 5. Mann-Whitney Test**

	Difference Score
Mann-Whitney U	8.000
Wilcoxon W	261.000
Z	-5.674
Asymp. Sig. (2-tailed)	.000

By using SPSS, it was identified that the value of sig 0,000 < 0,05. It is concluded that there is a difference of improvement between experimental group and control group. Descriptive Statistic Analysis

Test was carried out to identify difference of mean (Table 6). By knowing the difference of mean, which group has the biggest improvement will be known.

**Table 6. Descriptive Statistic Analysis Test**

	Difference Mean in Group	N	Mean Rank	Sum of Ranks
Difference Score	Difference Exsperiment	24	34.17	820.00
	Difference Control	22	11.86	261.00
	Total	46		

From the SPSS result, it was identified that the difference of mean in experimental group was 34,17, and the difference of mean in control group was 11, 86 in control group. It can be concluded that the learning materials) applied in the experimental group was more effective than learning materials that was applied in control group.

### Conclusion

It is concluded that English speech delivery learning materials which was developed by integrating local wisdom which is Minangkabau local wisdom is able to improve students' English speech delivery skill. The sequence of the learning materials that applied Task-based Learning (TBL) approach has successful brings the students in understanding how to deliver a good speech whether it is informative speech, persuasive speech, and inspirational speech.

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