

Informative Speech of English Department Students at Universitas Pasir Pengaraian

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Abstract

The problem of this research was the students get difficulties in delivering informative speech, there were lack of practice and lack of understanding in informative speech. The purpose of this research was to find out how the students' speaking skills in informative speech of the third semester students of English study program at University of Pasir Pengaraian. This research used descriptive quantitative research design. The research sample was 29 students. The finding showed that the students' speaking skill in delivering informative speech of the third semester students of English study program at University of Pasir Pengaraian have a good level in delivering informative speeches. 1 student (3,44%) had excellent level, 15 students (51,72%) had a good level, and 13 students (44,82%) had average level. It can be concluded that students' grades in delivering informative speech are categorized as good level.

Keywords: Informative Speech, English Students, Speaking Skills

Introduction

Language is a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The function of language includes communication, the expression of identity, play, imaginative expression, and emotional release. Language is a means of communication with the aim of fulfilling the basic nature of the individual as a social being that requires interaction with its environment. Language is a very important tool in the lives as language to communicate with others (Rahayu Pipit, 2015). Meanwhile, Ummah et al. (2018) says that a person who has adequate language skills will be easier to transform and convey information both orally and written. It means that language is a system of conventional spoken, manual or written symbols by means of which human beings. Therefore, effective communication ability can help people to exchange and share their ideas, opinions, feelings, even build relationship and have some touch with people around the world.

Nowadays, many people learn English for various purposes, both for career and school. English is an important communication tool. Especially in education levels, English is taught at all levels, from elementary school, junior high school, senior high school, and also university. In learning English, we recognize four skills, speaking, writing, listening and reading. These skills are important to be learnt and carry out own purpose. English is very important and has many interrelationship with various aspects of life (Kasyulitaevi, 2019). Many people realize that English is one of international languages used throughout

the world. However, speaking is the skill that the students should be mastered and the proofs of the students able to do that are they speak English (Batdal, 2018). In addition Brown (2004) states that speaking skill must have five aspects they are vocabulary, grammar, fluency, comprehension, pronunciation. Then, to support these five components in speaking skills, there are several ways, one of which is speech. Speech is speaking style that is often used from the past until nowadays. Ricky Telg (2011) says that there are some kinds of speech, speeches can be divided into the following categories like that the informative speech, the persuasive speech, and speeches for special occasions. There are some kinds of speech, one of them is informative speech.

However, as should be clear, this general definition demonstrates that there are many ways to inform an audience. Therefore, there are several types of informative speeches. The main types of informative speeches include definition, descriptive, explanatory, and demonstrative. An informative speech is one that aims to inform the audience about a given topic.

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. Achieving all three of these goals accuracy, clarity, and interest is the key to your effectiveness as a speaker. If information is inaccurate, incomplete, or unclear, it will be of limited usefulness to the audience (Rice, 2017). Informative speech is a speech that might involve providing information about a person, animal, or an object (Dailin, 2017). Informative speech is to teach an audience something using objective factual information. Based on the explanation above informative speech, where the speaker is charged with making some information known to an audience. Unlike a persuasive speech the speaker attempts to influence people to think or behave in a particular way. Informative speeches are unique because the subjects can vary from medical technology to animal research, as long as the topic is something that is new.

In English study program at the University of Pasir Pengaraian, the students will learn speech at third semester in speaking III subject. In this class, the students are required to fulfill their previous subject, speaking I and speaking II. The goal of speaking III subject in English study program is how to make or prepare the students to be proficient in delivering English speech. There are many types of speech are taught in speaking III subject, for example impromptu speech, informative speech, and persuasive speech. However, many students still have difficulties in delivering speech, especially informative speech. It is caused by various factors. It is like they lacked practice in making speeches or they don't have more understanding about informative speech in detail. They think all of speech have same strategies. In fact, each of speeches has different strategies.

Based on the difficulties above, researcher consider this research is important because informative speech is one of speech which its delivering must also be seen the substance and how it is delivered. Informative speech is most difficult speech because the goal is to give information. Informative speech is important in their communication and informative speech also helps them to get information. This research is expected to be an alternative for teachers in learning informative speech in order to increase. Therefore it is necessary to conduct the research on Informative Speech Of The Third Semester Students Of English Study Program University Of Pasir Pengaraian.

Method

This research a descriptive quantitative research. According to Sugiyono (2013) state that research design is a scientific way to get data with a specific purpose. Meanwhile, the model of research design

used in this reseach quantitative. Creswell (2014) add that quantitative research is an approach for testing objective theories by examining variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The statistical procedures described as the need of the research. In this research, the mainpoint of this research was to collect and accumulate the data in descriptive way. It intends to describe about the students skill in informative speech of the third semester students English study program university of Pasir Pengaraian.

This research conducted at third semester students of english study program University of Pasir Pengaraian. It was located Rambah Hilir, Rokan Hulu. The research from Desember 2020 to May 2021. According to Sugiyono (2013) population is generalization region that consist of object,subject that have and certain characteristic who determined by researcher to be learned and to be concluded . The population of this research was the third semester students of English study program University of Pasir Pengaraian in academic year 2020/2021. There were 29 students and all of students population. Based on the considerations above, the researcher used probability sampling. According to Sugiyono (2013) probability sampling is sampling technique where the the number of samples is the same as the population. The number of sample in this research were 29 samples. So in this research, the amount of samples is the same as the population, they were 29 person.

The instrument of this research was speaking test. The test was given to the students to deliver in informative speech. Then, students' speaking test were analyzed by scoring rubric of informative speech. The scoring rubric was taken from Hughes 's theory (2003). The test of this study was conducted at University Pasir Pengaraian, in third semester students of English Study Program of Faculty of Teacher Training and Education. This method was carried out by some steps:

1. The researcher gave the speaking test for students that consist of instructions deliver informative speech
2. The students prepared one topic that they have Chosen.
3. After that,students delivered informative speech . The maximum time given is seven minutes.
4. The researcher recorded the videos from the students.

After collecting data , the researcher analyzed the data. The researcher filled the scoring rubric which contained some criterias based on the teoritical of scoring rubric by Hughes (2003) .

Result and Discussion

There were five aspects that must be scored in this research.They were accent, grammar, vocabulary, fluency, and comprehension. The explanation is described as follows. First, the students' skill in terms of accent was shown in the following table.

Table 1. Students' Skill in Terms of Accents

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	0	0
2	61-80	Good	2	6.90 %
3	41-60	Average	24	82.75 %
4	21-40	Fair	3	10.34 %
5	0-20	Poor	0	0

Total	29	100 %
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Based on the table 1, it could be seen that the students skill in accent have variety level of frequency point because 2 student (6.90%) were in good category or they had made no conspicuous mispronunciation. The students had delivered speech in good, but they would not be taken for a native speaker. This case could be seen when students delivered the speech, they need more pace and clarity. The second, 24 students (82.75%) were average in accent because they in range between 41-60. It means that they had “Foreign accent” requires concentrated listening and mispronunciations lead to occasional misunderstanding. This case could be seen in their pronunciation. The last, 3 students (10.34%) were fair or they range between 21-40, it mean that they had frequent gross errors and every heavy accent make understanding difficult, require frequent repetition. From the explanation above, it could be concluded that most students were in average level, a little students had fair, and a little students had good level. Many students were wrong in their spoken or they did mispronunciation. Second, the students' skill in terms of grammar was shown in the following table.

Table 2. Students' Skill in Terms of Grammar

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	0	0
2	61-80	Good	12	41.38 %
3	41-60	Average	14	48.27 %
4	21-40	Fair	3	10.34 %
5	0-20	Poor	0	0
Total			29	100 %

Based on the table 2, it could be seen that there were 12 student (41.38 %) were in good because they in range 61- 80, it is mean that they had imperfect control of some patterns but no weaknesses that causes misunderstanding. And then, 14 students (48.27 %) were in average because they in range 41-60, it mean that they had made frequent errors that showing some major patterns uncontrolled and misunderstanding. The last, there were 3 student (10.34 %) were in fair because they in range 21-40, it means that they constant errors showing control of very few major patterns and frequently preventing communication. From the explanation above, it could be concluded that the students in grammar still in average level. The students were in average, because the students still low in grammar, they did a mistake when they produce the sentence, they did not good used tenses and then they always did mistake to put the structure in their sentence, they should prepare and correct their script. Third, The students' skill in terms of vocabulary was shown in the following table.

Table 3. Students' Skill in Terms of Vocabulary

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	13	44.82 %
2	61-80	Good	15	51.72 %
3	41-60	Average	1	3.44 %

4	21-40	Fair	0	0
5	0-20	Poor	0	0
Total			29	100 %

Based on the table 3, Most of students students were in good level. We could be seen that there were some students in excellent level about 13 students (44.82 %) between 81-100 or they had made Professional vocabulary broad and precise. This case could be seen when the students delivered the speech about caffeine, it was made supporting vocabulary such as the scope of wake up, driving, and other varied vocabulary. There were 15 students (51.72%) were in good level between 61-80 . They had made general vocabulary permits discussion. This case could be seen that the students have made vocabulary related to the topic. For example, when the students delivered the speech about the bullying, so they made the general vocabularies of the topic. There were 1 student (3.44%) were in average level. The student had limitations of vocabulary prevent discussion of some social topic. It could be shown that the topics presented did not cover the entire material, so the vocabulary only struggled in one discussion and the vocabulary was not various. They should add their vocabulary for mastery in their speaking skill. From the explanation above, the students' vocabulary were in good level. There were students create professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. Fourth, The students' skill in terms of fluency was shown in the following table.

Table 4. Students' Skill in Terms of Fluency

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	0	0
2	61-80	Good	8	27.58 %
3	41-60	Average	15	51.72 %
4	21-40	Fair	6	20.69 %
5	0-20	Poor	0	0
Total			29	100 %

Based on the table 8 there were 15 students (51.72%) were average. They had made speech that was frequently hesitant and jerky, sentences may be left uncompleted. This case could be seen when they delivered one sentence has not been completed, it was continued with another sentence. So, that it become ambiguous speech . About the table there were 8 students (27.58 %) were good in fluency, or they had made speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. They delivered speeches by repetition a few words to sentences frequently caused by nervous. The last 6 students (20.69 %) were in fair or they had speech is very slow and uneven except for short routine sentences. In this case, the students had the limited ideas and vocabulary, so the sentences were simple and underdeveloped. In addition, students spoken slowly, they look like remember their script and many students always silent for a moment. From the explanation above, it could be concluded that the students' skill in fluency aspect were still average. The students were very slow in speech because what the students deliver, it is still confuse and the students had limited idea to be developed. Fifth, the students' skill in terms of comprehension was shown in the following table.

Table 5. Students' Skill in Terms of Comprehension

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	11	37.93 %
2	61-80	Good	17	58,2 %
3	41-60	Average	1	3.44 %
4	21-40	Fair	0	0
5	0-20	Poor	0	0
Total			29	100 %

Based on the table above, 11 students (37.93 %) were in excellent in comprehending the topic or they understands everything in both formal and colloquial speech to be expected of an educated native speaker. Secondly, there were 17 students (58.62 %) were in good comprehend the topic or they understand everything in normal educated conversation except for very colloquiarl or low frequency items, or exceptionally rapid or slurred speech. The last, there were 1 students (3.44 %) were in average or they understanding careful, some what simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing. This case could be shown when the students deliver speeches, they avoid the dialogue or communication to the audience and they repeat the sentences frequently. It was caused they did not comprehend deeply about their material. From table analysis above, it could be concluded that the students' level in comprehension aspect was good category. It is caused understands everything in normal edu- cated Conversation except for exceptionally rapid. After explaining each of aspect in delivering informative speech, researcher wanted to made the concluded of level from each aspect.

Table 6. Students' Speech by Three Raters

No	Indicators	Percentage	Level
1	Accent	47.01 %	Average
2	Grammar	56.02 %	Average
3	Vocabulary	79.47 %	Good
4	Fluency	52.35 %	Average
5	Comprehension	78.78 %	Good

Based on the table 6, it could be seen the percentage of each aspect .The data collected The students' accent is 47.01 %, students' grammar is 56.02%, students' vocabulary is 79.47%,students' fluency is 52.35 % and students' comprehension is 78,78%. In order to make clearly, the result of the students' informative speech by three raters of all aspects could be seen in the following table.

Table 7. The Total Score in Delivering Informative Speech in All Aspect

No	Rater			Total	Last Score	Level
	1	2	3			

1	63.28	66.64	54.78	184.7	61.57	Good
2	69.80	66.64	68.24	204.68	68.23	Good
3	76.58	63.14	91.60	231.32	77.11	Good
4	84.70	74.72	84.70	244.12	81.37	Excellent
5	63.14	73.22	70.00	206.36	68.79	Good
6	69.58	66.5	66.42	202.50	67.50	Good
7	56.28	58.0	54.78	169.06	56.35	Average
8	59.64	56.34	51.42	167.4	55.80	Average
9	63.0	66.44	69.8	199.24	66.41	Good
10	64.24	59.64	62.94	186.82	62.27	Good
11	63.34	66.44	54.98	184.76	61.59	Good
12	59.64	73.04	54.76	187.44	62.48	Good
13	74.54	59.64	69.54	203.72	67.91	Good
14	56.48	56.34	54.92	167.74	55.91	Average
15	52.98	59.64	59.92	172.54	57.51	Average
16	62.92	56.34	51.42	170.68	56.89	Average
17	76.58	70.00	54.96	201.54	67.18	Good
18	73.22	69.92	66.64	209.78	69.93	Good
19	73.22	69.92	79.9	223.04	74.35	Good
20	74.72	62.92	81.34	218.98	72.99	Good
21	56.42	69.72	51.42	177.56	59.19	Average
22	56.34	62.92	62.92	182.18	60.73	Average
23	69.58	59.64	81.2	210.42	70.14	Good
24	62.92	56.34	62.92	182.18	60.73	Average
25	60.32	53.00	37.96	151.28	50.43	Average
26	53.74	53.00	44.8	151.54	50.51	Average
27	52.98	62.92	51.48	167.38	55.79	Average
28	48.12	56.34	44.78	149.24	49.75	Average
29	44.62	62.92	41.46	149	49.67	Average
Total Score					1819.07	Good
Average					62.73	

Based on the table 11, the percentage of students has the result that students were in good level. From the table , it could be seen that most of the students were in good. It mean that the third semester students of English study program of university of Pasir Pengaraian had good in delivering informative

speech. 1 students were in excellent score, 15 students were the good score, and 13 students were in average score. In conclusion, the table above showed that the students skill in delivering informative speech was in good category (62.73%). Based on the data above, the researcher wanted to made the data more clear with made the table about the percentage of the result.

Table 8. Students' Skill in Delivering Informative Speech

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	1	3.44 %
2	61-80	Good	15	51.72 %
3	41-60	Average	13	44.82 %
4	21-40	Fair	0	0
5	0-20	Poor	0	0
Total			29	100%

From the data in the table of result the students in delivering informative speech, the researcher concluded that the students' speaking skill in delivering informative speech was in good category. There were 1 students got excellent category (3.44%), there were 15 students got good category (51.72%), and there were 13 students got average category (44.82%).

There were five aspect in assessing students' speech included accent, grammar, vocabulary, fluency, and comprehension (Hughes, 2003). From the research result, the researcher found that the students were in good level in all of aspect. After getting the data, the researcher needed to discuss the findings to answer the research question. From the findings of the research, it concluded that students' skill in informative speech at third semester students English study program university of pasir pengaraian, the score 62,73% that categorized in good level.

The research also found the result of each aspect. It was consist of accent, grammar, vocabulary, fluency, and comprehension. The score of accent was 47.01 % that categorized in average level, grammar 56.02% in average level, vocabulary 79.47% in good level, fluency 52.35% in average level, and comprehension 78.78% in good level.

The finding showed that students' accent categorized in average level (47.01%). They had "Foreign accent", requires concentrated listening and mispronunciations lead to occasional misunderstanding. This case could be seen in the pronunciation. The students were difficult to pronounce word in english. This finding was supported by the theory of john and ziwei (2018) stated that accent refers to distinct ways a language is pronounced, whether by native or non-native speakers. Accent could be very powerful markers. It could be concluded that the students were difficult to pronounce word in english.

The score of grammar was 56.02 %. This result showed that students' grammar were still in average level. It means that they had made frequent errors that showing some major patterns uncontrolled and misunderstanding. This finding was supported by the theory of effendi et al. (2017) stated that mastering the grammar of a language will affect the mastery of language skills. Therefore, in studying language formally, grammar was a subject that should be studied in depth. It could be concluded that the students still low in grammar, they did a mistake when they produce the sentence, they did not good used tenses and than they always did mistake to put the structure in their sentence, they should prepare and correct their script.

The score of fluently was 52.35 %. It was in average level . It mean that they had made speech that was frequently hesitant and jerky, sentences may be left uncompleted. This finding was supported by the theory of (Permana et al., 2020) stated that good speaking fluency made one's English proficiency much better and sound slicker, more natural, and more impressive for the listeners. It also provided more effective communication due to the absence of speaking disturbances. It could be concluded that the students were very slow in speech because what the students deliver, it was still confuse and the students had limited idea to be developed.

From the discussion above, the students still have difficulties in accent, grammar, and fluency aspect. Most of the students were difficult in accent aspect because the students had mispronunciation or the students were difficult in pronouncing word in english. Most of the students were difficult in grammar aspect because the students had made frequent errors that showing some major patterns uncontrolled and misunderstanding. Most of the students were difficult in fluency because the students were not able to communicate fluently and accurately, they do not have enough knowledge. However, students' skill in vocabulary and comprehension aspect were in good category. It could be seen that the students' score were good in vocabulary and comprehension aspect. From the explanation above, the researcher concluded that the students' skill were good in delivering informative speech.

Conclusion

The researcher did the research about the students' speaking skill in delivering informative speech. The researcher used spoken test and video recording to know the students' speaking skill in delivering informative speech of the third semester students English Study Program in University of Pasir Pengaraian. Based on the finding and discussion, it concluded that students' speaking skill in delivering informative speech at the third semester students of English study program was in good level.

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