# Analysis of Speaking Skills in Speech of Grade VI Students: A Case Study of Pedurungan Kidul 02 Semarang Elementary School

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**Abstract**: Speaking skill is one of the language skills that every individual must have. In daily life, every human being must never be separated from speaking activities as a way to communicate. There are many ways to develop speaking skills, including speech. Speech is one of the activities that require good speaking skills and also a lot of practice. This study aims to find out the variables that can affect students' speaking ability in expressing opinions and how teachers and students can work together to improve students' speaking ability. This research was conducted at Pedurungan Kidul 02 Elementary School, Semarang City, Central Java. The data collected were qualitative in the form of narratives regarding the ability of speaking skills to deliver speeches, factors that influence speaking skills, and efforts to improve speaking skills in providing opinions. The data sources used were primary data and secondary data. The data collection techniques were observation, interview, test, and documentation. Further, this study found that there are two factors affecting students' speaking ability called supporting and inhibiting factors. Efforts that students can make are to practice more to learn foreign vocabulary and often practice speaking.

**Keywords:** speech, speaking skill, speech delivery

## Introduction

Education is one of the basic needs for humans in modern times (Iik et al., 2023). Education is very important to face various challenges in various aspects of life, including work. Education has a broad meaning; aspects such as personality, knowledge, and even skills are the scope of education (Sahrudin, 2023). Speaking, expressing opinions, and speaking are skills that do not grow by themselves; it takes continuous practice to obtain high-quality skills. To achieve educational goals, human personality will also develop along with the educational process (Sujana, 2019).

According to Law No. 20 of 2003, the purpose of national education in Indonesia is to realize the ideals or realization of human potential by departing from humans as they are (actualization), taking into account the various possibilities that exist (potential), and striving for the realization of humans as they should be (ideality). An individual who believes and is devoted to God has a noble character, is healthy, has high intelligence, is compassionate, strong-willed, can meet different needs, can manage himself, has a personality, has a society, and is cultured is the main goal of education (Husna, 2021).

Naturally, Indonesia is a multilingual country, which gives rise to various language variations with various characteristics in each region. These languages are then referred to as regional languages. It was finally decided that Indonesian was adopted as the national language used throughout Indonesia. Given the various regional languages used, this aims to improve communication between communities in each region. Article 36 of the 1945 Constitution regulates the realm between national and regional languages because both have their respective functions. Article 36 of the 1945 Constitution stipulates that Indonesian must be used as the official language of the state, as a language of instruction, as a means of developing and applying science, technology, and art, and as a language applied to mass media (Putri, 2021).

Princesa Vitara Causarina, Farid Ahmadi

Basic education in Indonesian language subjects covers various competencies, including reading, speaking, listening, writing, and speaking. Speaking or communicating is the most frequently used ability among the five abilities (Susanti, 2022; Tarigan, 2021). According to Syafputri and Aprinawati (2022), skill can be interpreted as an activity that must be practiced or as the implementation of an activity. Speaking is a person's ability or skill to communicate ideas and feelings through spoken words (Rohaina, 2020). Speaking requires a variety of skills, namely, building meaning that involves how to convey, receive, and process information quickly. Therefore, speaking is complex (Nasution et al., 2020). Speaking skills are highly valued in today's society and significantly impact home, public, and educational environments, including schools. When someone wants to voice their thoughts and send a message, it is greatly influenced by the ability to speak (Larosa, 2021).

One of the language skills that must be learned well is speaking. Since we are social creatures, we must speak well to interact with others daily (Sugandi, 2020; Ali, 2020). A good speaker is usually outgoing and confident, dares to appear publicly, and can influence others. Speaking ability will undoubtedly improve with constant practice. However, speaking is a talent that will be further from mastery if we are shy, reluctant, or afraid of making mistakes when practicing. Since primary school is the first step towards higher education and students will eventually become adults and live in society (Mićanović, 2019), it is only fitting that more emphasis is placed on teaching them to speak. Even so, the talent of speaking is difficult. The ability to speak is challenging but very important for students to have. The curriculum outlines language teaching objectives that lean towards language skills, particularly speaking ability, given the importance of teaching speaking skills (Fitriyah, 2022; Rahmadayanti, 2022; Utaminingsih, 2023).

Speaking is divided into three types, namely: a) Persuasive, characterized by subtle persuasion that convinces others of our intentions. The content of the speech should be supported by justifiable, logical, and reasonable arguments to persuade the audience. Usually, this type of speech includes suggestions to take actions that will improve health, social life, and other factors; b) Instructive, imparting knowledge to someone means telling them something. This type also requires a response from the listeners in the form of appropriate understanding; c) Recreative: To keep the audience engaged and, of course, motivated to pay attention to what the speaker is saying, creativity implies having fun. In this type, the listener's reaction is described as interest and excitement (Kusuma, 2019). As a social skill, language serves as a means to interact with people from different backgrounds. In the case of toddlers, this ability is taught and developed in an approachable way. The basic idea is to determine what we will talk about, and the easiest way to do this is by increasing reading and writing activities (Nikmah et al., 2020).

A sustainable reading habit is needed to support adequate speaking skills (Sulistyowati, 2019; Syamsi, 2019). Students' speaking ability is still relatively low, as seen from the observations made in class VI. This can be seen from the few students who choose to voice their opinions when the teacher assigns students to express opinions, respond, and make speeches in front of the class. The scores of Indonesian language subjects in class VI, three out of 28 students, are still far from the KKM score of 75, especially in developing speaking skills. The scores of the three students are between 40 and 60, while the other 25 get scores between 77 and 90. Based on the results of interviews with the grade VI teacher, students who learn Indonesian in terms of speaking skills use direct practice in class, namely through speeches made by students in front of the class.

The grade VI teacher said that even now, students still have difficulties when asked to give a speech in front of their friends. Some students are already good at giving speeches. Some children have little difficulty expressing their desires or emotions, including happiness, sadness, and tiredness. Some children still seemed unable to articulate their ideas and emotions, which caused them to stammer when speaking. Some children still felt apprehensive and lacked the courage to stand in front of the class and give a speech. The grade VI teacher then explained that several factors, including the lack of learning process at school, students' lack of reading literacy, learning methods used by teachers (Pawero et al., 2022; Xodabande, 2021), lack of self-confidence, and lack of parental guidance at home, or constraints due to covid-19 (Kerneža, 2023; Pérez, 2020), could be responsible for their difficulties in speaking, especially when asked to give a speech. However, in this case, it is the responsibility of schools, especially teachers and parents (Noviana, 2018; Sayekti, Khoirudin, 2023) to train and support students in developing strong speaking skills.

According to the first study's findings, students' speaking ability is influenced by various elements, including linguistic, psychological, neurological, and speech apparatus issues (Padmawati, Arini, 2019). In contrast, students' speaking ability became the focus of a second study on the same topic. The findings from this second study showed that several factors, including linguistic factors such as word choice, intonation, pronunciation, and accuracy of conversational purpose, can affect students' speaking ability. Non-linguistic elements such as reasoning, eye contact, gestures, attitude, and mentality form the second aspect (Fauziah, 2022; Seker, 2020). The variables affecting students' speaking ability change between the results of this second study and the first study. According to the first study, psychological, neurological, semantic, and linguistic aspects affect students' speaking ability. On the other hand, the second study clarified that linguistic and non-linguistic elements affect students' speaking ability.

From previous research, it is clear that various factors can affect students' speaking ability. First, psychological factors, neurological factors, third, semantic factors, fourth and fifth linguistic variables, and finally, non-linguistic components complete this list. The researchers' research will differ from previous studies as it exclusively concentrates on students' ability to communicate their thoughts through speech.

Based on the explanation above, the researcher intends to investigate students' speaking ability to express opinions in more detail. This study aims to find out the variables that can affect students' speaking ability in expressing opinions and how teachers and students can work together to improve students' speaking ability. The researcher will outline strategies teachers and students can use to help improve speaking skills. Therefore, it can be concluded that this study is different from previous studies that have been conducted.

## Methods

This study was a qualitative research. To describe the symptoms that arise, this research had utilized a natural setting and a research methodology or strategy appropriate for the task. The quality, value, or meaning underlying these facts was qualitative. Only language, words, or sentences can convey or describe quality, value, or meaning (Anastika, 2016). This research methodology aims to reveal the original social life events, express them in words or sentences, and then link them to situations or phenomena that arise during research in the field. The purpose of this study was to describe, analyze, or present data and facts regarding the speaking ability of grade VI students of Pedurungan Kidul 02 Semarang Elementary School, Central Java, when giving a speech.

Interview was one of the data collection methods used in this study (Effendi, 1982). Data collection methods in the form of interviews could help researchers obtain the necessary information and data. Semi-structured interviews were the interview techniques used in this study. The researcher had prepared a list of interview questions or a guide to be the basis for this interview. Still, the researcher was free to ask questions outside the framework of these questions to get more comprehensive, in-depth information from respondents. Interviews have been conducted with grade VI students and classroom teachers at Pedurungan Kidul 02 Elementary School in Semarang, Central Java, for this study. The interviews aim to explore information from informants or respondents regarding the speaking ability of grade VI students in learning to speak.

The data analysis procedures used in qualitative research included the results of collecting and analyzing data and information from reliable informants or sources (Abdussamad, 2021). Several strategies or procedures will be used to collect the necessary data. This research observation activity continues until the researcher gets all the data needed. Then, the data was collected and examined appropriately and thoroughly following the research objectives.

The information collected came from various stages and procedures of conducting interviews and field observations documented through field notes and other means. The data is collected and put into certain categories, broken into elements or parts, then combining several elements (synthesis). After the results are obtained, the researcher can organize or direct the data into formats or aspects of research that follow the research's main objectives. With methodical and accurate data management, the researcher can make decisions or conclude from the research results, to make it easier for others or readers to understand the data and information from the research (Sugiyono, 2022).

**Table 1.** Research Instruments

| No. | Variable | Indicator | Data Source | Data Collection Technique |
|---|---|---|---|---|
| 1. | Students' speaking skills in delivering speeches | Indicators of students' speaking skills are not fluent speech | Grade VI teacher | Interview, Observation, Documentation |
| 2. | Factors affecting students' speaking ability | Supporting factors for speaking skills<br><br>Factors inhibiting speaking skills | Grade VI teacher | Interview, Observation, Documentation |
| 3. | Efforts made to improve speaking and speech skills | Strategies to improve speaking skills. Models, methods, and media used in learning speaking skills | Grade VI teacher | Interview, Observation, Documentation |

**Table 2.** Speaking skill assessment rubric

| No. | Aspects | Indicator |
|---|---|---|
| 1. | Memorization | 4 = Pronunciation is clear and does not use foreign language/regional language |
| | | 3 = Pronunciation is not clear and does not use foreign language/local language |
| | | 2 = Pronunciation is clear but uses foreign language/local language |
| | | 1 = Pronunciation is not clear and always uses foreign language/local language |
| 2. | Smoothness | 4 = Speeches fluently, and the pacing is correct |
| | | 3 = Speeches fluently, but the pacing is not correct |
| | | 2 = Speeches haltingly, but the pacing is correct |
| | | 1 = Speech with halting and incorrect pacing |
| 3. | Speaking Style | 4 = Facial expressions and gestures are consistent with the speech. |
| | | 3 = Facial expressions and gestures match the speech but are inconsistent. |
| | | 2 = Facial expressions and gestures do not match the content of the speech. |
| | | 1 = Monotone, no expression |

## Results and Discussion

The researcher's exploration and discussion of the speaking ability of students in grade VI of Pedurungan Kidul 02 Semarang Elementary School is based on the results of interviews and observations. To encourage active and eager participation in the learning process, teachers always ask students to participate in speaking activities when teaching speaking, especially in terms of pronunciation and speaking ability. The tasks performed include asking and answering questions regarding the lesson topic and holding discussion sessions. This is done to prepare students for active speaking activities during the learning process and to get used to communication situations both inside and outside the classroom. It also aims to improve and perfect students' pronunciation. If students mispronounce words or make speeches during speaking practice in the speech learning process, the teacher will immediately correct them, give advice, and instruct students on pronouncing words correctly. Based on the study findings and the researcher's observations, certain students continue to experience difficulties in speaking. In addition, some students struggle or speak poorly when giving speeches. Three students were included in this study by the researcher. During the observation activities, the sample was obtained from the lowest-scoring students of class VI. The researcher supervised these three students during the observation.

The results of the research and discussion of the ability of grade VI students of Pedurungan Kidul 02 Semarang Elementary School to speak in speeches were obtained by researchers based on data from observations and interviews conducted in class VI. In speech learning, from the aspect of pronunciation in speech skills, when learning takes place, the teacher always invites students to do speaking activities so that students participate actively and enthusiastically in the learning process. Activities such as discussions, questions, and answers about the subject matter are also carried out. This is done to help students get used to communication situations both inside and outside the classroom, in addition to getting students involved in speaking activities actively as part of the learning process. It also aims to improve and optimize students' pronunciation. If students mispronounce words or give speeches during speaking practice in the speech learning process, the teacher will immediately correct them, give

suggestions, and instruct students on pronouncing them correctly. Based on the study findings and the researcher's observations, certain students continue to experience difficulties in speaking. In addition, some students struggle or speak poorly when giving speeches. In this study, the researcher only took 3 students. During the observation activities, the samples were obtained from the grade VI students with the lowest scores. The researcher supervised these three students during the observation.

**Table 3.** Recapitulation of Data on Speaking Skills in Speech

| No. | Student Name | Memorization Aspect | Fluency Aspect | Speech Style Aspect | Final Grade | Category |
|-----|--------------|---------------------|----------------|---------------------|-------------|----------|
| 1. | DPC | 34 | 25 | 8 | 84 | A |
| 2. | ST | 34 | 8 | 8 | 45 | C |
| 3. | WPU | 34 | 16 | 8 | 49 | C |

**Table 4.** Score Interval

| Value Interval | Predicate | Category |
|----------------|-----------|----------|
| 81-100 | A | Very good |
| 61-80 | B | Good |
| 41-60 | C | Simply |
| 21-40 | D | Less |
| 0-20 | E | Very Less |

Findings from those mentioned above round-the-clock and unmentioned research indicate that grade VI students still lack understanding of several speaking skill indicators. Student memorization, which is already good, is one such indicator. Since some students still stammer when speaking, the tempo of speech is too fast, punctuation pauses are still inappropriate, and students lack confidence, students' fluency is still inadequate. The student's speech patterns and facial expressions are also still inappropriate because they speak using any expression.

So, based on the results of all indicators that have been observed by the author on the speaking skills in delivering speeches of grade VI students, it can be concluded that of the three research samples selected by the author, the speaking skills of three students are still included in the "very low" category. This is because the final scores of the two students are still below the minimum completeness criteria, while the final score of one student is above the minimum completeness value.

**Factors Affecting Speaking Skills of Grade VI Students**

In the results of observations and results from interviews, the author found several factors that can affect students' speaking skills or abilities. These factors are divided into two types: supporting and inhibiting factors. Both factors are explained as follows: First, supporting factors in students' speaking skills are the planning and implementation of learning carried out by the teacher and factors within the student. The planning and implementation of learning activities carried out by teachers are usually in the form of models, methods, and learning media used during speaking skills learning activities.

The successful implementation of speaking skills learning activities will be assisted by using appropriate models, techniques, and learning resources. The methods and media used by the teacher during the learning activities of speaking skills in the classroom support aspects of students' speaking skills, according to the author's information from the interviews with grade VI teachers. The show-and-tell teaching method involves using learning strategies that are practical and direct with students. In addition, the teacher plays YouTube videos as learning materials during class. Language and non-language variables, however, are the supporting components for students. Among the linguistic elements are students' accuracy in pronouncing the words they have memorized, the words they choose, and the punctuation marks they pause while speaking. Non-linguistic elements usually include students' body language, facial emotions, and fluency of speech, as well as students who behave calmly, not stiff, not afraid, shameless, relaxed, and not nervous. The second factor is the factor that inhibits students to speak well. The author's findings from observation and interview data show that the home environment and the students themselves are usually the source of variables that hinder students' ability to communicate.

The absence of parental support for their children's education and the fact that students do not practice at home are two variables that hinder learning in the family environment. Parents should be more preoccupied with their work rather than accompanying and helping their children while they study at home. Thus, no one can help and accompany children when they find it difficult to study at home. On the other hand, psychological variables such as students' fear, nervousness, shyness, anxiety, and physical factors such as one's condition that makes it difficult to pronounce words correctly prevent students from speaking more fluently. To speak more fluently.

**Strategies to Improve Speaking Skills in Speeches of Grade VI Students**

For students, effective speech and speaking skills are very important. The author observed and interviewed students and grade VI teachers regarding their strategies to improve their speaking and speech skills. Several factors can affect students' speaking skills. Strategies that can be done to improve the speaking skills of grade VI students are described below.

1. Strategy (1): One effective way to help grade VI students' speaking skills is to assign activities to them every day. This activity can be likened to an instructor assigning a new reading text to the class daily. After assigning students to read and memorize the material, the teacher assigns them to practice presenting in front of the class.

2. Strategy (2): Instructors must adapt the learning models and techniques they use in the classroom, especially when teaching speaking skills. If instructors previously used only show-and-tell teaching techniques, they can combine them with the role-playing method. This approach can also be referred to as the role-playing technique. Students can participate in role-playing exercises with their peers or as an assignment from the teacher, in which case they will portray a character. Students can improve their speaking skills by using this role-playing technique to train them. Implementing this role-playing strategy in the classroom has proven quite popular among students as it fosters creativity and increases student engagement in learning activities. In addition, this method can also help students become more confident and proficient speakers.

3. Strategy (3): To improve students' speaking skills, teachers should improve facilities and infrastructure such as using pictures or videos. Using these visual media can help students express their imagination and encourage creativity by allowing them to express the stories they have read and opinions based on their imagination. Visual media and stories were also used in previous studies such as (Blažević, 2022; Lawota, 2018).

4. Strategy (4): Teachers need to inspire their students every day. This motivation can make students more eager to learn, especially when engaging in classroom activities.

There are differences between previous research findings and the current research team's investigation, such as from (Rozy, 2023), who looked for factors supporting speaking skills by making observations first, or (Ariawan, 2020) who used the Reading Questioning Answering learning model, (Blatnik & Mateja, 2022) who used music, and other approaches (Hidayati, 2018). This research designs strategies that teachers and students can apply. The difference can be found in the verbal indicators that the researcher used when conducting the study. Three indicators - memorization, fluency, and gestures - were used in this study. The variables that affect each student's speaking ability are where this research differs. The research findings regarding the variables that can affect students' speaking ability explain that two main variables affect students' speaking ability: supporting variables, which include models, techniques, learning materials, the accuracy of students' memorization, the words students choose, body language, and punctuation. The less-than-ideal pronunciation aids used by students, the absence of learning support from parents, and students' inherent fear are all considered inhibiting factors. In addition, previous studies have not provided specific ways directly for teachers and students to improve students' speaking and speech delivery skills. The researcher in this study has outlined tactics that educators and learners can use to improve public speaking and speech delivery for every student. Thus, it can be said that this study is different from previous studies that have been conducted. The difference in research findings between this study and previous studies is evidence of this.

## Conclusion

To conclude, the speaking skills of the three grade VI students at Pedurungan Kidul 02 Elementary School Semarang City are categorized as "low." This is shown based on the results of the three students. There are several indicators that students still do not understand, namely indicators of pronunciation, fluency, and body gestures. Factors affecting students' speaking skills are divided into supporting and inhibiting factors. Supporting factors include methods, models, learning media, student memorization, word selection, and pausing on punctuation. The inhibiting factors are the existence of a person's pronunciation tool that is less than perfect and the lack of learning assistance for children. Strategies that can be done to improve students' speaking skills are modifying a method and also the learning model that will be used by the teacher during speaking skills learning activities in class, as well as improving facilities and infrastructure during speaking skills learning activities in class, for example by using image media to increase student creativity during speaking skills learning activities in class. Meanwhile, efforts that students can make are to practice more to learn foreign vocabulary and often practice speaking. However, further research is needed to see the actual results.

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