

Students' Public Speaking Assessment for Informative Speech

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ABSTRACT

Public Speaking is considered as an essential skill for University Students. Public speaking is having a speaker stand before the audience to deliver a speech in a structured manner, to either persuade, inform, or entertain the audience. This study aimed to reveal the extent of students' skills in public speaking skill especially for persuasive and informative speech. This research was descriptive quantitative. Data were obtained from students' public speaking test of 58 English students at English Department University of Pasir Pengaraian and analyzed and described in qualitatively. The finding came up with encouraging numbers of results where a greater proportion of the samples reported significant number in good level of categories in assessing public speaking skill. More over, the result showed that the highest score of students' in public speaking skill was in vocabularies and comprehension. Besides, it was indicated that the students gradually could express their thought and opinions smoothly in informative speech then persuasive speech.

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1. INTRODUCTION

In time of globalization, public speaking takes an important role. Through the learning of public speaking skills, it would be beneficial for the students as they will be able to brush up on their personal and social interaction, academic improvement and most importantly on their career benefits. From the practice of public speaking, a student will be able to build up confidence in persuading others more effectively on the ideas and opinions that they would like to share. Besides, in an academic setting, being involved in public presentations and group discussions are common activities that a tertiary student need to master.

Pearson, Godinho, Tavares, & Glover (2006) state that a student who has prior public speaking training or who was involved in a speech and debate organization will likely obtain a higher grade in the public speaking course. Students seem to become more effective communicators with training and practice. Graside (2002) commented about the importance of students learning communication skills. He states that for students to be successful not only in school and work but in life, they must possess

oral communication skills. Many fields outside of communication acknowledge the significance of proficient communication skills as society enters the information age.

Due to the importance of public speaking skills, assessing students' learning outcomes is also essential. It remains an integral process in higher education and helps ensure students successfully achieve course competencies (Backlund & Morreale, 2000). More importantly, the primary goal of assessment is to provide evidence that the instruction received that will increase students' knowledge, improve students' behaviours, and change students' attitudes toward course content" (LeBlanc, Vela, & Houser, 2011). Thus, assessment enables lecturers to witness the transition students make in terms of achieving learning outcomes (such as presentational competency) during a semester and to know if the lecturers are actually doing what they intend to do in the classroom and in the educational program (Backlund & Arneson, 2000).

However, Pearson, Godinho, Tavares, & Glover (2006) state that a student who has prior public speaking training or who was involved in a speech and debate organization will likely obtain a higher grade in the public speaking course. Students seem to become more effective communicators with training and practice. Graside (2002) commented about the importance of students learning communication skills. He states that in order for students to be successful not only in school and work, but in life, they must possess oral communication skills. Many fields outside of communication acknowledge the significance of proficient communication skills as the society enters the information age. In assessing students' skills, lecturers' feedback is the most important thing to know the strength and weaknesses during the teaching and learning process. Feedback is an integral part of the formative assessment and helps to determine what has been achieved and what the next goal is in terms of learning. According to Utha (2015), feedback is the information from the lecturer to students on the correctness of their work and how to further improve the work. The feedback sandwich method is a popular method of giving constructive criticism. It is often used in Toastmasters and in the corporate environment. It can also be referred to as PIP, which stands for Positive-Improvement-Positive. According to Owen (2016)s, feedback had been emerged in the literature as a means to facilitate both the learning process and teaching performance. The context of constructive, systematic feedback included evaluation as an important element in decision-making for teaching. Furthermore, he said that being critical is easy, and offering criticism seems easier still. Yet constructive criticism or feedback, the more refined and effective brand of critical feedback is like an art when compared to nagging, nit-picking and negativity.

In addition, technology plays an increasingly important role in language classrooms and it is commonplace for teachers, to a certain extent, to apply technology-assisted language teaching (Sun & Yang, 2015). The development web-based assessment will result good assessment instrument, it will provide benefits for lecturer and student, for example it can determine the level of students' achievement in learning of actual information. Web-based assessment should fit in with and help achieve the course aims. Web-based gives the chance to open the interaction between lecturers and students. It is an effort that should be made to motivate students to follow the learning process. Only when students are willing to practice learning and do not feel at a loss when faced with a web assignment can we get them out of the familiar scenario at conventional learning tutorials where students usually feel they have nothing to do even when they are forced to (Xiao, Wang, & He, 2005). According to Allen (2001), the web-based assessment constitutes an integral part of the curriculum and learning process. Web-based assessment has the potential to meet the authentic assessment standards defined by Kulm(1994). Those authentic assessment tasks can serve the following objectives: (a) improvement of instruction and learning; (b) feedback for the students, providing information to aid them in seeing inappropriate strategies, thinking, or habits; and (c) improvement of attitudes toward mathematics (Kulm, 1994).

There were some previous studies that investigated the assessment in public speaking. The first research was done by Iberri (2017) entitled "Adaptation and assessment of a public speaking rating scale." This research investigated the prominently spoken language assessments such as the Oral

Proficiency Interview and the Test of Spoken English have been primarily concerned with speaking ability related to conversation. Furthermore, the development of rubric or criteria in public speaking (Iberri, 2017; Ulker, 2017), the technology tool as media in assessing the speech performance (Westwick, Hunter, & Haleta, 2016; Chollet, Wörtwein, Morency, Shapiro, & Scherer, 2015), peer assessment in public speaking class (Lv-Xuying, 2013; Ma & Yun, 2017), development in model of public speaking assessment (Srikaew, Tangdhanakanond & Kanjanawasee, 2015), assessment of Public Speaking skill and Anxiety (Chollet et al., 2015). Based on the previous studies, it could be seen what researchers have done is how to design and develop public speaking assessments year by year based on some factors influencing the specific context and situation. So, in this case as the beginning in conducting the assessment, the Public speaking assessment in Informative and Persuasive speech was needed as the basic in developing another studies late on.

2. METHODS

2.1. Research Design

This research is a descriptive quantitative research. 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 analysed using statistical procedures. The statistical procedures will be described as the need of the research.

2.2. Population and Sample

According to Sugiyono (2013), population is a generalization region consisting of objects that have a certain characteristic determined by researcher to be learned and investigated. The population of this research was the fifth semester English Students University of Pasir Pengaraian, academic year 2020/2021. There were 58 students and all of the students would be population. Based on the considerations above, the researcher used total sampling. So in this research, the amount of samples is the same as the population, they were 58 people.

2.3. Instrumentation of the Research

The instrument of this research is speaking test. The test was given to the students to delivering two kinds of speech, Persuasive and Informative speech. Then, students' speaking test would be analyzed by scoring rubric. The scoring rubric was taken from Hughes's theory (2003,p. 113).

2.4. Technique of Collecting the Data

There are some techniques of collecting the data as follow as:

1. The researcher gave the speaking test for students that consist of instructions deliver persuasive and informative speech
2. The students prepared one topic that they have chosen in each types of speech
3. Students delivered persuasive speech and informative speech. The maximum time given is seven minutes.
4. The researcher recorded the videos from the students performance
5. The data from students' public speaking skill was given to 3 raters
6. The researcher was analysing the data from the raters

3. FINDINGS AND DISCUSSION

There were five aspects that must be scored in this research. In assssing students public speaking skill there were some components that should be considered. They were accent, grammar, vocabulary, fluency, and comprehension.

3.1. Students' Public Speaking skill in components of Accent

Table 1. The analysis on the students' accent

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	-	-
2	61-80	Good	5	8.62%
3	41-60	Average	47	81.03%
4	21-40	Fair	6	10.34%
5	0-20	Poor	-	-
Total			58	100 %

Based on the table 1, it could be seen that the students skill in accent have variety level of frequency point because 5 students (8.62%) 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, 47 students (81,03%) 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, 6 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 students' public speaking skill especially in the component of accent from their performances were in average level. Their accent needs concentrated for listening to lead understanding about the topic.

3.2. Students' Public Speaking skill in components of Grammar

Table 2. The analysis on the students' Grammar

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	2	3.44%
2	61-80	Good	24	41.37
3	41-60	Average	28	48.27%
4	21-40	Fair	4	6.89%
5	0-20	Poor	-	-
Total			58	100 %

Based on the table 2, it could be seen that there were 2 students (3.44 %) were in excellent category because the in range 81-100, it is mean that they had perfect in used grammar. Then, there were 24 students (41.37%) were in good category 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, 28 students (48,27 %) were on average because they in range 41-60, it mean that they had made frequent errors that showing some major patterns uncontrolled and misunderstanding. 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. From the explanation above, it could be concluded that

students' public speaking skill especially in the component of grammar from their performances were in average level. Their skill in grammar showing imperfect control of some patterns but no weaknesses that causes misunderstanding in delivering the speech.

3.3. Students' Public Speaking skill in components of Vocabulary

Table 3. The analysis on the students' Vocabulary

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	26	44.82 %
2	61-80	Good	30	51.72 %
3	41-60	Average	2	3.44 %
4	21-40	Fair	-	-
5	0-20	Poor	-	-
Total			58	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 26 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 promoting tourism; it was made supporting vocabulary such as MICE Tourism, exhibitions, and other varied vocabulary. There were 30 students (51,72 %) were in good level between 61-80. They had made general vocabulary about the topic. This case could be seen that the students have made vocabulary related to each topic. For example, when the students delivered the speech about the Covid 19, so they made the general vocabulary of the topic. There were 2 students (3,44%) were in average level. From the explanation above, it could be concluded that students' public speaking skill especially in the component of vocabulary from their performances were in good level. Their skill in vocabulary categorized as Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.

3.4. Students' Public Speaking skill in components of Fluency

Table 4. The analysis on the students' Fluency

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	1	1.72%
2	61-80	Good	16	27.58%
3	41-60	Average	26	44.82%
4	21-40	Fair	15	25.86%
5	0-20	Poor	-	-
Total			58	100 %

Based on the table 4 there were 1 student (1.72%) were in excellent category. They had made speech that really fluently. Next there were 16 students (27.58%) were in good category. in fluency, or they had made speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words. They delivered speeches by repetition a few words to sentences frequently caused by nervous. in fluency, or they had made speech is occasionally hesitant, with some unevenness caused

by rephrasing and groping for words. They delivered speeches by repetition a few words to sentences frequently caused by nervous. And then there were 26 students (44.82%) in average category. 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. then, there were 15 students (25.86%) were in fair in fair or they had speech is very slow and uneven except for short routine sentences. From the explanation above, it could be concluded that students' public speaking skill especially in the component of fluency from their performances were in Average level. Their skill in fluency were frequently hesitant and jerky; sentences may be left uncompleted when delivering the speech.

3.5. Students' Public Speaking skill in components of Comprehension

Table 5. The analysis on the students' comprehension

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	23	39.65%
2	61-80	Good	32	55.17%
3	41-60	Average	3	5.17%
4	21-40	Fair	-	-
5	0-20	Poor	-	-
Total			58	100 %

Based on the table above, 23 students (39.65%) were excellent in comprehending the topic or understanding everything in formal and colloquial speech to be expected of an educated native speaker. Secondly, 32 students (55.17%) were in good comprehend the topic or understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech. The last, there were 3 students (5.17%) were in average or they understanding careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing. From the explanation above, it could be concluded that students' public speaking skill especially in the component of comprehension from their performances were in Good level. They understands everything in both formal and colloquial speech to be expected of an educated native speaker

3.6. Result of students in delivering speech

As a summarize, here is the result of assessing students' public speaking skill by three raters of all aspects. it can be seen in the following table:

Table 6. The Result of Students' Public Speaking skill

No.	Range	Category	Frequency	Percentage
1	81-100	Excellent	3	5.17%
2	61-80	Good	30	51.72%
3	41-60	Average	25	43.10%
4	21-40	Fair	-	-
5	0-20	Poor	-	-

Total	58	100 %
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From the data in the table of result the students in delivering speech, the researcher concluded that students' public speaking skills from Persuasive and informative speech from three raters was in the good category. There were 3 students got excellent category (5.17%), there were 30 students got good category (51.72%), and there were 25 students got average category (43.10%). It concluded that students' public speaking skill in terms of accent, fluency, grammar, vocabulary and comprehension was in the good level.

3.7. Discussion

Pearson, Godinho, Tavares, & Glover (2006) state that a student who has prior public speaking training or who was involved in a speech and debate organization will likely obtain a higher grade in the public speaking course. Students seem to become more effective communicators with training and practice. Graside (2002) commented about the importance of students learning communication skills. He states that for students to be successful not only in school and work but in life, they must possess oral communication skills. Many fields outside of communication acknowledge the significance of proficient communication skills as society enters the information age.

Meanwhile, Public speaking is defined as speaking in front of an audience in a limited time on a certain topic (Fukazawa & Kobayashi, 2012). In the globalized world, opportunities to disseminate one's opinions in English on various occasions have been increasing; online meetings as well as face-to-face communication with people from various backgrounds, including both English-speaking countries and ESL/EFL countries, are common situations nowadays (Fuyuno, 2015). Furthermore, Public speaking is a process of designing and delivering a message to the audience (Wrench et al., 2012). In addition, to be a good public speaker, planning and organizing the topic or material are needed.

There were two kinds of public speaking in this research, informative and persuasive speech. In this research, the information speech gives audience members a new understanding or new appreciation of some topic. Besides, it is to give the audience information that they did not already know or teach them more about a topic they are already familiar with. Information can include providing definitions, history, comparisons, testimony, and narratives that expand on important topics to the immediate audience. Thus, it means that the speaker will share information about a particular person, place, object, process, concept, or issue by defining, describing, or explaining. In addition, persuasive speech is the process of creating, reinforcing, or changing people's beliefs or actions. It is providing the audience with enough information to understand the topic discussion, appealing the emotions, attitude and values, and good sense of the listeners to encourage support for the speaker's stance through the basic part in persuasions like ethos, logos and pathos

Besides, there are various purposes for a speaker to speak in front of the public. It can be just to tell a story, share an experience, inform about a message, or motivate others to take action. Public speaking skills can be used for leadership/personal development, business, customer service, large group communication, and mass communication too. For instance, the audience's emotions might even be stirred up if the speaker is good in getting into personal sharing and show sincerity in what he is delivering. With confidence, a public speaker can use such skills to create an exciting atmosphere among the audience. Thus, the purposes of public speaking is in great quantities

However, students' public speaking skill was influenced from some components in delivering the speech. it can be seen that the students still have difficulties in some components; 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 it was becaussed that tlack of practice and others. Most of the students were difficult in grammar aspect because the students had made some errors that showing some mistakes in controlling the sentences' pattern. In addition, most of the students were difficult in part of fluency because the students were much influenced by

their mother tongue. However, students' skills in vocabulary and comprehension aspect were in good level. It could be proven that the students' score were good in vocabulary and comprehension aspect. In addition, the limitation of the reserach was the component of assessing in public speaking skill still from some aspects. The successfull of students' public speaking skill can be assessed and influences from other aspect of indicators.

4. CONCLUSION

In higher education, public speaking skill is an important thing. Public speaking remains one of the most desirable and necessary skills for college students, then public speaking has a speaker stand before the audience to deliver a speech structured to persuade, inform, or entertain the audience. In other words, Public Speaking is a process of designing and delivering a message from a speaker to a specific audience. Public speaking is quite similar to the presentation, where the difference is usually meant for a commercial or academic environment.

In this reserach, the students' public speaking skill was assessed through 5 components with two kinds of speech; informative and persuasive speech. The researcher used spoken test and video recording to see the students' public speaking skill in delivering the speech of the 3 level students English Department at University of Pasir Pengaraian. Based on the finding and discussion, the researcher concluded that students' public speaking skill was in good level. From the five aspects, the students were good in vocabulary and comprehension. The students' vocabulary was categorized in good level. The students' comprehension also was categorized in good level.

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