

Enhancing Student's Public Speaking Skills: Evaluating the PIPA Model for Effective Communicative Speech

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ABSTRACT

Assessing public speaking abilities is crucial in contexts such as the Puteri Indonesia Contest, where effective communication is key. This study used a descriptive qualitative approach, data was collected from video documentation. The population of the research is 20 students. The sample of the research is 10 students who took the data from 10 contestants from Puteri's Indonesia Speech. The data were analyzed and obtained from 3 raters through the PIPA (Persuasive Informative Presentation Assessment) Model. It consisted of organization, supporting materials, content, articulation, nonverbal communication, and visual aid. The result shows that one speech of the contestants was categorized in Advanced level in nonverbal communication and articulation. Then, supporting materials, and content reached a proficient level. Lastly, there was no visual aids available during the grand final speech competition, they only got a minimal level of visual aids. Thus, visual aids are the weaknesses of the PIPA model in the speech of the contestants. It was suggested to investigate for the next research.

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1. INTRODUCTION

According to Do & Dang (2012), public speaking is a powerful tool that allows individuals to communicate their thoughts, opinions, and expertise on various topics. In addition, public speaking is a crucial skill that allows individuals to communicate their thoughts, opinions, and expertise on various topics (Nikitina, 2011; Pahargyan, 2021; Syafiq, Rahmawati, Anwari, & Oktaviana, 2021). It means that it fosters a sense of connection and understanding among people by allowing them to express themselves effectively and persuasively in front of an audience. Besides, public speaking requires bravery, talent, and easy comprehension of skills. It is also an important language skill for students to develop in English, as it allows them to practice speaking, build self-confidence, share ideas, and express themselves to an audience. Furthermore, according to Harahap & Rozimela (2021), public speaking is as an important language skill for students to develop to communicate effectively in English, as it allows them to practice speaking, build self-confidence, share ideas, and express themselves to an audience. So, it is clear that public speaking is very important in communication to share and express ideas or information.

Linked to communicative speech, the understanding of the students about the Puteri Indonesia's public speaking skills assessment uses the PIPA (Persuasive Informative Presentation Assessment) Model, which focuses primarily on the Contestants' Informative Speeches and also the content, non-verbal expressions, and articulation of the Puteri Indonesia 2022. This assessment can provide in-depth insight into the extent to which participants can speak in public. PIPA is an assessment framework that is usually used to assess persuasive and informative presentations (Syahidah & Umasugi, 2021). By using PIPA, research can be conducted to gain a better understanding of the public speaking skills of Puteri Indonesia's 2022 participants and the extent to which they can communicate relevant and important issues effectively to the public, and also help researchers identify their speech organization, supporting material, content, articulation, Non-Verbal communication and Visual aid. Then, the PIPA model' framework focuses on organization, supporting materials, content (informative or persuasive), articulation, nonverbal communication, and visual aids (Rahayu, Rozimela, & Jufrizal, 2022a).

Moreover, in the professional world, public speaking abilities are necessary for giving presentations, conducting training sessions, or bargaining with clients. Furthermore, public speaking abilities are crucial in the field of education for providing class content, facilitating dialogues, or presenting research findings (Dinarty, F., Sutapa, Y. G., & Bunau, 2018a; Joe, Kitchen, Chen, & Feng, 2015; Meinawati, Harmoko, Rahmah, & Dewi, 2020). Additionally, public speaking abilities are important in the social sphere to convey thoughts, deliver presentations, or run meetings. In a somewhat different context, one event that requires competitors to have outstanding public speaking skills is beauty pageants. In this case, the contestants are required to give speeches as part of these events to introduce themselves, share their vision and mission, or answer questions from the judges. To overcome this, Puteri Indonesia should enroll in extensive public speaking training, plan their speeches thoroughly, practice regularly, and maintain self-esteem

On the other hand, some previous studies investigated and analyzed public speaking. (Rahayu et al., 2022a) investigated that public speaking is a structured presentation where a speaker persuades, informs, or entertains an audience. This study is focused to informative speech. Then, (Amelia, Eko Pranoto, & Gulo, 2022) points to speaking skill in public is because there were many listeners in attendance. In this case, the study investigates public speaking in a conference, meeting, lecture, and so forth. Besides, speaking in public needs bravery and talent. This study recommends that the public speakers need to possess speaking skills and abilities that are simple to comprehend in a short amount of time, in addition to overcoming anxiousness. Furthermore, the previous studies point to the skill in public speaking and the kinds of the public speaking. In short, in the previous studies there is a little bit of investigation about the students' public speaking skill in communicative speech.

Furthermore, the difference between the previous studies and this studies is lined on the kinds of speech. This study assess the communicative speech skills of the Puteri Indonesia. Then, this theoretical framework's evaluative dimensions include organization, supporting materials, content (informative or persuasive), articulation, nonverbal communication, and visual aids. In this case, organization is the way learners are arranged to communicate the subject and provide the audience with information is called. Supporting materials include any and all references, facts, quotes, and other reliable materials that provide context for the speech. The content contains persuasive arguments. A speaker's use of words is a component of articulation. Nonverbal cues include facial expressions of emotion, posture, and gestures. Any tool the speaker employs throughout the presentation is referred to as "visual aids" in this context. These frameworks are the new model to assess communicative speech.

In addition, the students' assessment uses the PIPA (Persuasive Informative Presentation Assessment) Model, which focuses primarily on the contestants' communicative speeches and also the content, nonverbal expressions, and articulation of the Puteri Indonesia 2022. This assessment can provide in-depth insight into the extent to which participants can speak in public. It means that the PIPA is an assessment framework that is usually used to assess the professional communication especially communicative speech informal situation. It is expected to evaluate and find out the weaknesses of participants' of Puteri Indonesia speech. In this case, the organization, material, content,

articulation, nonverbal communication and visual aid can be elaborated and developed in communicative speech. Thus, the PIPA is academic important to gain for enhancing the student's understanding in communicative speech, especially communicative speech.

2. METHODS

This research employed the descriptive qualitative research method. Descriptive qualitative is a study that aims to comprehend the phenomena experienced by study subjects comprehensively and explained in the form of words and language, in a unique natural setting, and by employing numerous natural methodologies is referred to as qualitative research methods (Moleong, 2012:27). This research aimed to analyze and assess Puteri Indonesia's 2022 public speaking skills in their speeches and also focuses on their content, their articulation and their non-verbal communication in their speeches.

The population of this research was 20 students. Then, the sample were obtained by using purposive sampling. According to Creswell (2015), purposive sampling refers to the researcher's choice of subjects and study locations based on their ability to specifically provide insights into the research topic and phenomena under study. Purposive sampling was employed in this study with the criteria that Puteri Indonesia speaks English in their speech. The researcher selected these criteria to assess and analyze Puteri Indonesia in English. The researcher makes sure that the sample chosen has enough English proficiency for analysis by applying this criterion. The sample of thus research were 10 students.

The instrument of this research is documentation. The type of documentation used in this research is videos taken from the internet specifically YouTube, Puteri Indonesia's official YouTube account @PuteriIndonesiaofficial. In this research, the researcher collected the data of Puteri Indonesia speeches through the top 10 final. The lengths of their speeches are around 30 and 60 seconds, respectively. The following five fundamental phases of the data collection procedure are done :

1. Select a video of 2022 Puteri Indonesia's speech
The first step in this research is selecting the video of the contestants of Puteri Indonesia speech. It is done for validating the data that categorized the top ten of Puteri Indonesia speech. In this part, the students collected and selected the speech itself.
2. Download the speech video of 2022 Puteri Indonesia.
After selecting the speech, the students' downloaded the video of Puteri Indonesia speech. They put in specific place or folder.
3. Prepare the video to send it to the PIPA Model.
In this part, the videos were uploaded in system of PIPA Model. As known, the PIPA model is the systematic application that can analyzed the data automatically. In this case, the preparation of video is needed to make easy in identifying the speech in system.
4. Analyze the speech video by using the PIPA Model.
In this step, the data or the speech video were analyzed by the system of the PIPA model. The result obtained the result of the speech especially in organization, materials, content, articulation, nonverbal communication, and visual aid.
5. Describe and conclude the data.
After the data were analyzed and presented by the PIPA model system, the results were described and concluded that explain the level of the speech such as proficient, advanced, and minimal level.

3. FINDINGS AND DISCUSSION

In this part, the result of the communicative speech is presented such as the organization, materials, content, articulation, nonverbal communication, and visual aid. In addition, the proficient, advanced and minimal level of the communicative speech are presented in the following table.

3.1 Organization Score

The organization score is the first part of the PIPA model that measures the organization of the speech, especially in communicative speech. The measurement of the organization view the suitable and appropriate knowledge of the speech. In this case, the result shows that the organization of the speech in research is categorized in proficient and advanced level, such as the following table.

Table 1. Organization Score

No	Contestant	Rater			Average	Level
		1	2	3		
1	C1	80	80	80	80	Proficient
2	C2	60	60	80	66.66	Proficient
3	C3	100	80	80	86.66	Advanced
4	C4	80	80	80	80	Proficient
5	C5	60	60	80	66.66	Proficient
6	C6	60	60	60	60	Proficient
7	C7	60	60	80	66.66	Proficient
8	C8	80	80	80	80	Proficient
9	C9	60	60	80	66.66	Proficient
10	C10	80	80	80	80	Proficient
Total					733.33	Proficient
Average					73.33	

The table above displays the organization scores based on the PIPA model analysis. Most of the contestants' speeches are categorized at the proficient level. They achieved higher marks because their ideas were suitable and appropriate for the audience and the situation. Additionally, their topics were acceptable and provided the audience with useful knowledge, indicating that the information was valuable. Furthermore, the data indicates that only one contestant reached the advanced level. This means that their topic was not only relevant and timely but also offered fresh, new information that effectively engaged the audience. The advanced-level score suggests that the contestant's speech was particularly impactful, presenting innovative ideas that resonated well with the listeners. Overall, the analysis highlights the importance of topic relevance, audience engagement, and the presentation of novel information in achieving higher scores in speech organization.

Furthermore, the organization of the communicative speech in this research demonstrates that synchronization between audience attention and speech content is crucial. Rahayu and Eripuddin (2023) state that public speaking is a vital skill for college students, involving the design and delivery of a message to a specific audience. This highlights the importance of tailoring speech content to meet audience needs effectively. It means that the speaker must ensure that the key message is conveyed clearly and is relevant to the audience. Additionally, understanding the audience's needs allows the speaker to engage them more effectively, making the speech more impactful. This alignment between the speaker's message and the audience's expectations is essential for successful public communication. Thus, the ability to organize and present information that resonates with the audience not only enhances comprehension but also fosters a stronger connection between the speaker and the listeners.

3.2 Supporting Materials

In this research, supporting materials is one aspect measured in communicative speech. The information is delivered efficiently accordance to material presented. The result of the supporting the material of this research is as follows,

Table 2. Supporting Material Score

No	Contestant	Rater			Average	Level
		1	2	3		
1	C1	60	80	60	66.66	Proficient
2	C2	60	80	80	73.33	Proficient
3	C3	80	100	100	93.33	Advanced
4	C4	60	60	80	66.66	Proficient
5	C5	60	100	80	80	Proficient
6	C6	60	80	80	73.33	Proficient
7	C7	80	80	100	86.66	Advanced
8	C8	80	100	100	93.33	Advanced
9	C9	60	100	100	86.66	Advanced
10	C10	80	80	100	86.66	Advanced
Total					806.66	Proficient
Average					80.66	

The data clearly indicates that the contestants generally performed at a proficient level. Almost all sources were cited appropriately, providing relevant information that supported the thesis effectively. Five contestants achieved advanced levels because their key points were robustly backed by a diverse array of reliable sources, including facts, figures, and quotes. These sources not only reinforced the thesis strongly but were also properly cited, demonstrating thorough research and academic integrity. The material of their speeches was presented both intensively and extensively, showcasing a deep understanding of the subject matter and an ability to engage the audience comprehensively. Additionally, these advanced-level speeches were characterized by a coherent structure and a clear narrative flow, further enhancing their effectiveness and impact. This underscores the importance of meticulous source selection and citation in crafting compelling and credible arguments in public speaking.

Furthermore, the results of this research are supported by Qizi and Gayratovna (2021), whose studies provide detailed information on five basic criteria for speaking: intensive, extensive, interactive, and imitative, which are crucial for effective communication. This implies that assessing speaking skills is a long-term process, requiring speakers to focus on specific criteria that cover one particular area or skill. They also emphasize that the evaluation of speaking skills can vary depending on the context of the communication assessment. This means that speakers need to adapt their strategies to different scenarios, whether it be a formal presentation, an interactive discussion, or an imitative exercise. Understanding and applying these criteria can enhance the overall quality of communication, making it more impactful and relevant to the audience. Additionally, this research highlights the need for continuous improvement and adaptation in speaking skills, as different contexts may demand different approaches and techniques.

3.3 Content Score

Based on the result of this research, content of the speech are proficient and advanced level. The data of them are in the following table.

Table 3. Content Score

No	Contestant	Rater			Average	Level	Content
		1	2	3			
1	C1	60	80	80	73.33	Proficient	Informative
2	C2	60	80	80	73.33	Proficient	Informative
3	C3	80	80	80	80	Proficient	Persuasive
4	C4	60	60	60	60	Proficient	Persuasive
5	C5	60	80	80	73.33	Proficient	Persuasive
6	C6	60	60	60	60	Proficient	Informative
7	C7	60	80	80	73.33	Proficient	Informative
8	C8	100	80	80	86.66	Advanced	Persuasive
9	C9	60	60	60	60	Proficient	Informative
10	C10	80	60	40	60	Proficient	Persuasive
Total					700	Proficient	
Average					70		

Based on the previously provided explanations, it is evident that the contestant's score content (persuasive and informative) is dominated by proficiency level. For those who are proficient in informative content, it is because the contents good organized, define, describes, explains, and demonstrates the informative speech's subject matter at a reasonable level, imparts good knowledge, mods the listener's perceptions, assists them in understanding the range of alternative points of view, and improve their capacity to survive and evolve.

In addition, in persuasive speech, to have the advanced level, the speaker must be excellent at sharing thoughts, observations, and ideas, excellent at possessing a certain level of authority and knowledge about the chosen topic (ethos), and the message conveyed must be very clear, very informative, excellent in a logical manner (logos), and excellent in establishing an emotional connection (pathos). At the proficient level of persuasive content, the contestant's content must be good in sharing ideas, opinions, and observations; strong in having some authority and subject-matter knowledge (Ethos); strong in conveying information; strong in following a logical path (Logos); and strong in building an emotional bond with the audience (Pathos).

In addition, P. R. B. and Rozimela (2023) demonstrate the validity, practicality, and effectiveness of the PIPA Model, a web-based public speaking assessment tool, as a suitable method for the English Department at the University of Pasir Pengaraian. The PIPA (Persuasive Informative Presentation Assessment) Model is specifically designed for evaluating persuasive and informative speeches. Its practicality is assessed using Web Qual 4.0, a tool that evaluates website quality. The model has proven to be beneficial in several areas, including language use, feedback techniques, rubrics, assessment procedures, communication aspects, and accessibility for both students and lecturers. Consequently, it is recommended for use in public speaking assessments in higher education. This suggests that integrating web-based tools like the PIPA Model can enhance the evaluation process, providing a more comprehensive and user-friendly approach to assessing public speaking skills.

3.4 Articulation Score

Table 4. Articulation Score

No	Contestant	Rater			Average	Level
		1	2	3		
1	C1	80	80	80	80	Proficient
2	C2	80	100	80	86.66	Advanced
3	C3	80	60	100	80	Proficient
4	C4	100	80	100	93.33	Advanced
5	C5	80	100	100	93.33	Advanced
6	C6	80	80	100	86.66	Advanced
7	C7	80	80	100	86.66	Advanced
8	C8	80	100	100	93.33	Advanced
9	C9	80	80	80	80	Proficient
10	C10	100	100	80	93.33	Advanced
Total					873.33	Advanced
Average					87.33	

The explanation provided above leads one to the conclusion that the contestant's scores in the articulation are carried by the advanced level because the contestant's language is exceptionally clear, imaginative, and vivid, completely free from bias, grammar errors, and inappropriate usage. In addition, three contestants got proficient, which caused the contestant's language to be appropriate to the goals of the presentation. No conspicuous errors in grammar and no evidence of bias.

In addition, the advanced level in communicative speech is indicated with the clear information. It means that the message of the speech can be understood by the audiences. The same studies is also recommended by Rafifah (2023). She states that the speeches were categorized as advanced, proficient, or basic shows that the presenters could make their points clearly and persuasively. In line with this, some scholar agree that the advanced level of the speech should be supported the clear information, completely massages, less error and appropriate ideas (Amelia, Eko Pranoto, & Gulo, 2022b; Rahayu & Eripuddin, 2023; Rahayu et al., 2022; Schreiber, Paul, & Shibley, 2018; Sun & Yang, 2018). Thus, the important point in advanced level in communicative speech is the effective and clear information.

3.5 Nonverbal Communication Score

Table 5. Non Verbal Communication Score

No	Contestant	Rater			Average	Level
		1	2	3		
1	C1	100	80	80	86.66	Advanced
2	C2	100	100	100	100	Advanced
3	C3	80	80	100	86.66	Advanced
4	C4	80	80	80	80	Proficient
5	C5	80	80	80	80	Proficient
6	C6	80	80	100	86.66	Advanced
7	C7	100	80	100	93.33	Advanced
8	C8	100	100	100	100	Advanced
9	C9	80	80	100	86.66	Advanced
10	C10	100	100	100	100	Advanced
Total					900	Advanced
Average					90	

It can be inferred from all of the results mentioned that the contestant scored. Since the contestant's well-developed posture, gestures, facial expressions, and eye contact are natural and demonstrate a great deal of confidence and assurance, the advanced level dominates in their nonverbal communication. There are only two contestants who received proficient levels because their body language, gestures, and facial expressions were appropriate for speech and their speech delivery seemed confident.

Furthermore, the communicative speech should be covered by the nonverbal communication in order to convince the ideas shared. In this case, Amelia, et al., (2022) state that public speaking is crucial part when the speakers construct and deliver their ideas systematically, making them more confident and effective speakers. Then, the speaker is able to present the gestures and the facial expression to represent the ideas of the speech (Dinarty, F., Sutapa, Y. G., & Bunau, 2018b; Rahayu & Eripuddin, 2023b; Rahayu, Rozimela, & Jufriзал, 2022b; Ulker, 2017). In short, non-verbal communication is the important element in public speaking. In this case, the speakers and the audience should be comprehend it to catch the information given in public speaking.

3.6 Visual Aid Score

Table 6. Visual Aid Score

No	Contestant	Rater			Average	Level
		1	2	3		
1	C1	20	40	40	33.33	Minimal
2	C2	20	40	40	33.33	Minimal
3	C3	20	40	40	33.33	Minimal
4	C4	20	40	40	33.33	Minimal
5	C5	20	40	40	33.33	Minimal
6	C6	20	40	40	33.33	Minimal
7	C7	20	40	40	33.33	Minimal
8	C8	20	40	40	33.33	Minimal
9	C9	20	40	40	33.33	Minimal
10	C10	20	40	40	33.33	Minimal
Total					333.33	Minimal
Average					33.33	

Based on the above table, it is evident that all contestants received the same category rating, which is the minimum level. This uniform rating is due to the contestants not using any visual aids, such as PowerPoint presentations, artifacts, or posters. The speeches were delivered during the night of the Puteri Indonesia 2022 grand finale, where contestants were prohibited from using supporting media like PowerPoint presentations, presentation aids, artifacts, and posters. Consequently, all contestants had to rely solely on their oral skills for delivering their speeches. This restriction highlighted their ability to engage the audience through verbal communication alone, testing their skills in clarity, articulation, and persuasive delivery without the support of visual enhancements. Despite the lack of visual aids, the contestants' performances underscored the importance of mastering oral communication skills in high-stakes public speaking scenarios.

In this research, the result show that there is the high score in visual aid. Most of the speech got the minimum score. However, the visual aid is categorized of the speech assessment because it is indicating their proficiency in the circumstances area and contexts of the speech. In line with this, several studies mention that the good speech should have the systematic organization of the speech such as material, content, non-verbal language and visual aid (Amelia et al., 2022b; S. W. B & Candraningsih, 2023;

Paramasivam, 2015; Westbroek, Janssen, Mathijssen, & Doyle, 2022; Yaikhong & Usaha, 2012). It means that the complete indicator of the speech should be supported each other's.

4. CONCLUSION

In this research, the PIPA model was used to analyze Puteri Indonesia's 2022 speech. The researcher relied on video footage from Puteri Indonesia's 2022 speech on YouTube, which was streamed live from the Plenary Hall of the Jakarta Convention in Indonesia on May 27, 2022. In this research, the researcher concluded that Puteri Indonesia's 2022 speech is at an advanced level in terms of Non-verbal communication and Articulation based on the data. Hence, Puteri Indonesia's 2022 obtained a proficient level for organization, supporting materials, and content. In addition, Puteri Indonesia's 2022 was given a minimal level for visual aids because they did not use any visual aids during the grand finals speech competition. Thus, based the result the abilities of them, their speeches are categorized in advanced level generally. This term is caused their speeches are aimed and covered in professional purpose.

Furthermore, the PIPA Model is recommended for educators to use as an assessment approach in the curriculum. It is expected to help students become more proficient public speakers. In addition, it can help them develop more effective speech abilities, customized training that emphasizes the persuasive and informative parts of presentations might be given. Then, it is suggested that the students utilize the PIPA model as a reference to help them prepare their presentations more effectively. They can improve their arguments, presentation structure, and capacity to persuade and inform others by being aware of the grading criteria. Besides, this research can be carried out in the future by extending the application of the Puteri Indonesia, or PIPA model into various social and cultural contexts and it can disseminated in training programs, workshops and coursework. Additionally, the following researcher may use this as an outline for their research.

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