

ANALYSIS OF ELEMENTARY STUDENTS' PUBLIC SPEAKING SKILLS

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ANALISIS KETERAMPILAN BERBICARA DI PUBLIK ANAK SEKOLAH DASAR

ARTICLE HISTORY

Submitted:
27 Februari 2023
27th February 2023

Accepted:
15 Mei 2023
15th May 2023

Published:
24 Juni 2023
24th June 2023

ABSTRACT

Abstract: This paper describes students' public speaking skills and barriers, and its solution. The research used a qualitative descriptive approach and data collection techniques used interviews, observations, and documentation. It was conducted for students in Class VI at one of the private elementary schools in Malang. The results of students' public speaking skills in elementary school are still low. The test results show that 61.3% of students still did not complete KKM score (77). Internal factors come from a lack of self-confidence and lack of courage in expressing ideas when public speaking, difficulty in choosing appropriate and correct words in Indonesian, and difficulty to express opinions or ideas in speaking. External factors are the community's living environment (local language use) that influences students' skills to speak.

Keywords: public speaking, students' skill, elementary school

Abstrak: Tulisan ini mendeskripsikan kemampuan dan hambatan berbicara siswa di depan umum, serta solusinya. Penelitian menggunakan pendekatan deskriptif kualitatif, teknik pengumpulan data menggunakan wawancara, observasi, dan dokumentasi. Dilakukan di salah satu sekolah dasar swasta di Kota Malang, kelas VI. Hasil penelitian kemampuan berbicara siswa di depan umum anak sekolah dasar masih rendah. Hasil tes menunjukkan bahawa 61,3% siswa masih belum tuntas KKM (skor 77). Penyebabnya adalah faktor internal meliputi kurangnya rasa percaya diri dan kurang berani dalam menyampaikan pemikiran dalam berbicara di depan umum, kesulitan dalam memilih kata yang baik dan benar dalam bahasa Indonesia, dan kesulitan untuk mengemukakan pemikiran atau gagasan dalam berbicara. Faktor Eksternal adalah lingkungan hidup masyarakat (penggunaan bahasa daerah) yang mempengaruhi kemampuan siswa dalam berbicara.

Kata Kunci: berbicara di publik, kemampuan anak, sekolah dasar

CITATION

Saputro, U, G., Basuki, I, A., & Anggraini, A, E. (2023). Analysis of Elementary Students' Public Speaking Skills. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 12 (3), 576-583. DOI: <http://dx.doi.org/10.33578/jpfkip.v12i3.9776>.

INTRODUCTION

The rapid development of the era has made changes in various fields, including in the world of education. This is one of the reasons behind the emergence of 21st-century skills echoed by experts. In Wrahatnolo & Munoto's research, (2018) explained that 21st-century skills require: (1) life planning; (2) flexibility and adaptability; (3) initiative and self-management; (4) entrepreneurship; (5) socio-cultural interaction; (6) productivity and

accountability; (7) leadership; (8) critical thinking; (9) communication; (11) collaboration; (12) lifelong learning; and (13) digital literacy. Communication is an important part of these skills and one of the important parts of communication is speaking. Speaking skills need to be developed and trained so that children's communication can develop (Aprinawati, 2017).

The development of public speaking skills is very important in the formation of

children's character and personality (Gusti et al., 2021). Children who have public speaking skills are better at communicating, more confident, and able to express clear and structured ideas and opinions. Public speaking skills are also an important factor in academic and career success in the future. Speaking skills are a very important basic foundation for children to face the future.

Unfortunately, many elementary school children still have difficulty speaking in public. This is in line with the research of Ummah et al., (2020) which explains that grade IV speaking skills at SDN Kenonsikep are relatively low, which is shown from the test results, namely 76% of students do not meet the KKM limit (score 75). This is supported by research conducted by Nikmah et al., (2020) that reading skills in grade IV elementary schools are not good at 52.12%. The study shows that speech therapy is still far from expectations.

Some common problems in speaking include feeling nervous, fear of misspeaking or even performing, and difficulty expressing yourself clearly. Anxiety causes problems related to self-confidence, self-esteem, and risk-taking ability, and ultimately hinders language skills (Kalra & Siribud, 2020). This can affect the quality of achievement, performance in class, and even social relationships with peers. One way to practice the ability to speak to convey ideas in appropriate and careful language is to make speeches (Sukron et al., 2019). Speech is one part of the language skills trained in elementary school. Especially in learning Indonesian speaking skills, speech material can be used in class VI. Grade VI students are final-year students in elementary school so the ability to speak is very important as a basis for the next level of junior high school. Therefore, there needs to be a description of public speaking skills, inhibiting factors, and strategies or methods that can be applied to improve these abilities. So that it can provide understanding and solutions for parents and educators in helping children develop public speaking skills.

LITERATURE REVIEW

Speaking is the ability to say words to express, express and convey thoughts, ideas, and feelings (Asih, 2016). If someone wants to convey information to others to be understood, proper language is needed. Speaking skills are an effort to express words in conveying their ideas (Astiningtyas et al., 2021). Speaking skills will be the basis of students practicing public speaking. Speaking skills concern two aspects, namely linguistic and non-linguistic (Astiningtyas et al., 2021). Linguistic aspects of speech include aspects of pronunciation, sentence formation, and vocabulary development. Non-linguistic aspects include aspects of courage, fluency, and expression (Azizah & Kurniawati, 2013). One of the public speaking skills is speech (Naqiyah et al., 2021). Speech is the delivery of ideas to many people in the form of words (Mukoyimah, 2017). Speech is public speaking to convey ideas to achieve a specific goal (Tarigan, 2008). Speech is also an activity to convey ideas verbally using proper reasoning and using non-verbal aspects (facial expressions, eye contact, hand movements) that can support the effectiveness and efficiency of expressing ideas to many people in certain events (Sukron et al., 2019).

METHOD

This research is qualitative descriptive research, researchers also make observations on subjects and research objects in the field on the facts found. The researcher acts as the main data collector and participates in the investigation to obtain more in-depth information. The research was conducted at one of the schools, namely a private school in the city of Malang on February 28, 2023. The information was obtained from interviews, observations, and documentation from 31 students and class VI teachers. The validity of the research material was tested using triangulation techniques, then data analysis was carried out using Miles and Huberman data analysis techniques consisting of three steps, namely: Data reduction, data presentation, and conclusions. Here are the

assessment indicators used in the public speaking learning exercise, namely speech:

Table 1. Assessment Indicators Used In Learning

No	Assessment Indicators
1	Suitability, theme, title, and content
2	Systematics of Speech (Opening, Content, Closing)
3	Vocal Clarity, Articulation
4	Style, Mimic, and Intonation

Rating score: 15, 20, 25

Source: Class teacher

RESULTS AND DISCUSSION

The data from this study is about students' speaking skills in public, namely student speeches taken at one of the private schools in Malang City with performance tests.

The performance test was conducted on 31 people consisting of 13 male students and 18 female students. The assessment results are in Table 2.

Table 2. Speech Learning Outcomes

No	Name	Value
1	C	75
2	A	75
3	A	75
4	F	80
5	A	75
6	N	75
7	N	85
8	R	65
9	I	75
10	L	85
11	D	75
12	Q	80
13	S	80
14	AND	85
15	N	75
16	K	70
17	H	80
18	R	75
19	A	75
20	K	80
21	J	75
22	R	80
23	G	75
24	A	75

25	B	80
26	N	75
27	H	75
28	S	75
29	A	80
30	J	80
31	I	75
Average rating		76,9
Top marks		85
Lowest score		65

Based on Table 2. The above is still lacking in speaking skills. This can be seen from the average value of 76.9 is still below the KKM (Minimum Completeness Criteria),

which is a difference of 0.1. While the highest score of students is 85 and the lowest score is 65.

Table 3. Student Learning Completeness (KKM 77)

No	Information	Total	Percentage
1	Complete Students	12	38,7%
2	Unfinished students	19	61,3%
3	Number of Students	31	100%

Table 3 shows that more than half of the students (61.3%) are incomplete. This

shows that learning to speak in public, especially speeches is still weak.

Table 4. Number Of Students Based On Assessment Criteria

No	Information	Suitability, theme, title, and content	Systematics of Speech	Vocal Clarity and Articulation	Style, Mimic, and Intonation
1	Value 15		1	21	28
2	Value 20	26	4	10	3
3	Value 25	5	25		

Based on Table 4 based on the suitability of the theme, title, and content, students who scored 20 were 26 students and 5 students scored 25. This shows that students are capable of choosing titles, themes, and content. In the systematic assessment of speech, there is still 1 student who has a score of 15, 4 students have a score of 20, and 25 students have a score of 25. These results show that students can already make speech scripts according to systematics. Regarding vocal

clarity, and articulation, there are 21 students who have minimum scores, which still need more learning. While the last criterion, namely style, mimic, and intonation, 28 students had low scores. Based on the data above, it is explained that many students are still weak in vocal, articulation, mimic, style, and intonation.

Based on interviews with teachers, the cause of students' speaking skills in public being low is that many students still lack

confidence to appear in public (class), and some still use regional languages when appearing in front of the class. In addition, based on the researcher's observation, there are several other obstacles: students tend to have difficulty in choosing words and issuing ideas or ideas. One form of difficulty in choosing words is because many students are accustomed to using regional languages, so it is difficult to choose the Indonesian to use. In issuing ideas, students tend to still be confused and difficult in conveying. This happens because of the lack of habituation of students in public speaking. In addition, the things done by teachers in helping to improve public speaking skills are providing motivation, innovating learning, and giving rewards. Teachers always provide motivation and encourage students to dare to speak in public, as well as carry out habituation that encourages speaking. Like conveying an idea in his mind. In the classroom teachers make innovative learning, one of which is by dividing groups, and in the group is invited to be able to discuss, and convey their ideas so as to encourage practice speaking. In addition, teachers also provide direction and communicate with parents to familiarize their children related to improving public speaking skills.

Based on the results of this study, it shows that students' public speaking skills are still low. The test results showed that many students had scores below KKM (score 77). In accordance with the research of Said, (2019), Ekaningtyas, (2018), and Azmi, (2019) who explained that students' speaking skills were still low and the average grade point was below KKM. The same thing was also explained in the study (Ummah et al., 2020) that 76% of students did not meet the KKM (score 75) of the speaking skills test. The low results of students' speaking skills tests in public occur due to several obstacles including internal and external.

The underlying internal factor is the students' lack of confidence and courage. Self-

confidence is not obtained from heredity but through social life, and is taught and instilled through education (Wahyuni, 2013). So there needs to be an effort to increase student confidence both at school and in the family environment. The lack of students' courage in expressing opinions causes students to be nervous and afraid to ask something to the teacher in learning (Nikmah et al., 2020). This results in students tend to have difficulty in issuing ideas or ideas they have. In line with research conducted by (Ustari et al., 2019) that students are still unable to express ideas and thoughts is one of the causes of students' lack of speaking skills. It aims so that students can believe in their own abilities, be independent in making decisions, dare to express their ideas, and be positive about themselves (Lauster, 2003). One form of learning effective communication skills is through habituation in daily life (Mulyawati, 2021). So there needs to be refraction at school and home to improve students' speaking skills. External factors are the living environment of the community that affects the ability of students to speak. The living environment of students who use regional languages makes students better understand using the language (Nikmah et al., 2020).

From the above problems, the low ability to speak in public is caused by two factors, namely internal and external. Solutions that can be applied in helping to improve students' speaking skills in public include: Using practice methods in speaking, especially Indonesian in improving students' speaking skills (Nikmah et al., 2020). Refraction of speaking exercises guided by teachers in classroom learning is to familiarize students with talking with friends. Language mastery and courage in conveying ideas are one of the factors to improve students' speaking skills (Abidin, 2015). Teachers provide motivation and encouragement to students to be enthusiastic about learning (Nikmah et al., 2020). Teachers must foster student learning motivation to obtain maximum learning

outcomes to achieve certain goals (Bariyah et al., 2023), namely improving students' public speaking skills. The importance of lesson planning carried out by teachers can improve students' speaking skills (Hadiyani et al., 2022). The importance of lesson planning carried out by teachers can improve students' speaking skills (Hadiyani et al., 2022). In addition, the use of learning methods and media to improve students' speaking skills in public. It is explained in the research of Antari et al., (2019) that students' ability to speak can increase if they use the right learning methods and develop students speaking skills. Then emphasized in the research of Floryantini et al., (2019) speaking skills can be trained and developed using appropriate learning methods so that students take an active role in learning. Meylinda et al., (2016) explained that there are several alternatives to overcome obstacles in growing students' speaking skills, namely: (1) applying appropriate speaking learning strategies and techniques to enrich learning; (2) stimulating speaking learning by creating media and improving student reading.

CONCLUSIONS AND RECOMMENDATIONS

The conclusion of this study, based on the results of performance tests of students' speaking skills in public is still relatively low. This is shown from the data obtained, namely, 61.3% of students still have not completed KKM (score 77) in student speaking skills. The cause is the presence of several inhibiting factors, namely internal and external factors. Internal factors include a lack of self-confidence and lack of courage in conveying thoughts in public speaking, difficulty in choosing good and correct words in Indonesian, and difficulty expressing thoughts or ideas in speaking. In the assessment aspect, students are still weak in speaking, especially vocal intonation, articulation, style, mimic, and intonation. External factors are the community's living environment (use of regional languages) which affects students'

ability to speak.

The solution for teachers to overcome this is to use the right speaking practice method. In addition, teachers need to provide motivation and enthusiasm to students to continue to be enthusiastic in learning and apply rigid and varied learning methods or models that aim to improve students' speaking skills in public. Another thing that needs to be improved is the use of appropriate strategies and techniques to stimulate students' speaking learning. As well as improving media and reading materials that stimulate student speaking learning.

Based on the research that has been done, teachers must be more proactive, creative, and innovative in implementing learning. In addition, teachers must also continue to update knowledge and technology, especially in learning according to the development of science and technology. School principals must be able to create policies aimed at improving students' ability to learn. Hopefully, the research can be the first step for research on students' public speaking skills in the future.

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