THE STUDY OF STUDENTS' SPEECH ABILITY IN ISLAMIC SENIOR HIGH SCHOOL

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Abstrak

Kemampun pidato sangatlah penting untuk siswa. Pidato adalah luaran dari serangkaian materi yang dipelajari siswa. Intinya, setelah mempelajari beberapa materi secara senyap, siswa harus bisa menunjukkan kemampuanya termasuk menulis dan berbicara. Bagaimanapun juga, kemampuan ini tidaklah mudah karena berpidato membutuhkan pengetahuan dan praktik yang cukup: pengetahuan tentang bagaimana membuat teks pidato yang baik dan jam terbang latihan yang bersumber dari motivasi dari dalam siswa itu sendiri. Faktanya, siswa-siswa memiliki masalah pada kebutuhan tersebut yang disebabkan oleh beberapa faktor internal dan eksternal. Akhirnya, penelitian ini mengungkap bahwa: a) masalah internal yang dihadapi oleh siswa adalah kurang percaya diri untuk membuat teks tersebut; sedangkan masalah eksternalnya adalah lingkungan yang kurang eksploratif dalam belajar; b) solusi dari masalah tersebut adalah penguatan materi fundamental tentang konsep pidato: dari prosesnya yang jelas sampai dengan luaranya berdasarkan sumber yang otoritatif. Selain itu, praktik adalah kunci keberhasilan sehingga workshop harus dilakukan untuk penguatan. Daya dorong diri siswa yang pantas akan memicu keinginan jam terbang yang tinggi untuk tampil berbicara di publik sesuai kemampuan masing-masing.

Kata kunci: *Studi, Siswa, Pidato, Kemampuan*

Abstract

Speech ability is very important for students. Speech is an outcome of the learned materials as process of the students. Having learning some materials, the students must be able to perform their silence knowledge to the visible ones including writing and speaking ability. However, this ability is not easy because having a speech needs enough knowledge and practice: knoweldg of how to make a good text and high flight hours of practice driven from inner students' motivation. Factually, the students have problem on such needs caused by some students' internal and external factors. Finally, this research revealed that: a) the problems faced by the students to construct speech text is about internal motivation of having a speech and lack of text-making confidence; b) the solutions of this problem is the empowerment of fundamental materials of speech via workshop: from the clear process to outcome using authoritative sources. Furthermore, practice is the key of success. The proper self-driving of the students will lead to the high flight hours to have a public speaking based on their ability.

Key Words: *Study, Student, Speech, Ability*

INTRODUCTION

In the academic milieu, speech is undeniable object to learn. Speech is an outcome of the learned process of the students. Having learning some materials, the students must be able

to perform their silence work to the visible ones which can be writing and speaking. In this case, King mentioned that performing a speech or be a public speaker is the same things with another types of conversation. It comes with a purpose to deliver thought to the audience. Speech is categorized as type of public speaking including classroom presentations, public announcement, and lecture (Haslinda, et.al, 2021). Henceforth, since a human is a speaking being, the speech ability places essential indicator of the successful teaching and learning process in a particular school.

Furthermore, good speech ability is indicated both on speaker and text. It implies that good speaker should have three good messages: a) the physical message; b) the visual message; c) and the story message (Harrington and LeBeau, 2009). For the physical message, the speaker should be able to use proper posture and eye contact. While for gesture, they should be able to support the words with the physical message. Then, for the visual message, they should be able to create visuals that speak to audience. Finally, before performing the speech, a speaker should also convey the story message covering the introduction, the body, and the conclusion (Harrington and LeBeau, 2009). Moreover, the speakers must cope with anxiety because performing spoken English in front of an audience can be a very difficult task for some students as they may experience anxiety, which hinders them from giving a successful oral performance (Anandari, 2015).

Additionally, preparing the text of the speech is another sort of important charge for the students. It is kind of a writing skill. They cannot always depend on being text consumer. Moreover, they cannot always be followers of idea produced by particular man with his particular ideology and belief according to restricted social context. It emphasizes that writing speech text independently is significant for them. Minimally, the students must know how to make a speech text according to proper purpose and audience, main idea, organization, grammar, diction, and mechanics (Nguyen, 2009; SMSU, 2014).

However, in conformity with the investigation of the researchers, the students were indicated to haven't had proper speech performance according to the physical message; the visual message, the story message and the produced text. Those were found from the speech text documentation and interview. The students just managed to present the speech in front of audiences. However, the speech performance was not based on the strong fundamental theory. It affects the students' practice and performance. From the reason, the researchers believe that theoretical and practical empowerment must be carried out to overcome the issues. Therefore,

this study aims at revealing the following objectives: 1) problems faced by the students to create speech text and to perform it; 2) theoretical and practical solutions for the problems.

METHODE

The paradigm of this study is naturally descriptive qualitative type case study. This study is aimed at understanding human experience and meaning within a given context, analysing and describing, a group of people (a school department, a group of students), individual institutions or a problem (or several problems), process, phenomenon or event in a particular institution in detail (Petty, 2012; Rebolj, 2013).

Further, the method used for this activity is the combination of the followings: 1) case study method: (the vocal point) hidden problems need to be analysed from the given information, (problem solving) possible solutions to the problem are to identify and decision to make; 2) field action to respond the revealed problem (Kersten, 2021). The subject of the research is randomly derived from the students of class X and XI MIPA, Agama, IPA, and IPS of MAN Pacitan. The subject consist of 35 students.

Furthermore, the procedures of this activity is as follows: 1) comprehending the case situation: Data collection, identify relevant facts; 2) defining the problem; 3) identifying the causes of the problem; 4) generating alternative solutions; 5) decision; 6) taking action for solution. The analysis is carried out by data reduction, data display, and conclusion (Miles and Huberman, 1994: 10-11).

RESULT AND DISCUSSION

Result of Students' Interview

In conformity with the 5 students' interview, the researchers have indicated complaints from the students. First, the lack of scientific approach of teaching and learning process in the class. It occurred because the teacher was overly concerned with the curriculum target and score. Consequently, the teacher gives many assignments for students. It formally shapes the restricted mind compared to collaborative, explorative, or critical approach. More or less, the repeated method in the classes can triggers boredom and deactivation Sometimes, the teacher is also unconsciously shifting in daily talks. It is common cases when the teachers cannot manage the habit. Further, the clubs are not maximally activated in the school. They said that the milieu was affected by turbulence of the social life amid Covid 19. During the Covid 19 issue, the school activity is concerned with tackling the pandemic issue instead of the academic ones. It is logic because the school societies are psychologically distracted by the chaotic situation which stems from many

sources: media, environment, and virtual interaction. Therefore, the power of teaching and learning process is reduced amid the situation.

Result of the Observation

The result of the researcher's observation revealed the fundamental problems of students' speech ability. The students lack deep and surface aspect of the speech. The deep aspect is connected with the spirit of conveying a speech. The students suppose that the need of conveying a speech is addressed to the championship and established event. It implies that students are going to have a speech when the speech contest is available. It is improper motivation of having a speech and violating the true spirit of speech. Furthermore, the students are also deficient of knowing surface aspect of speech such as the physical message, the visual message, and the story message of the speech. The deficient knowledge of such materials cause unsystematic speech text which then result in unclear position of the speaker: issue, thesis statement, text organization, and performance.

Solutions for the problems

Referring to the results of interview and observation, the researchers formulate the theoretical and practical solutions for the problems. Those are in the form of workshop disseminating materials on systemic writing for the students theoretically continued with group writing practice.

Theoretical perspective of speech

The researchers propose two important aspects of speech that are deep and surface aspect of speech. These aspects are very important since both affect the worldview and action of the students and teachers particularly on speech. Firstly, deep aspect underlies the fundamental principal of why conveying a speech is very necessary for human being. It is firmly explained by al-Attas (1993) as follows:

> There are two kinds of knowledge: The one is food and life for the soul, and other is provision with which man might equip himself in the world in his pursuit of pragmatic ends. The first kind of knowledge is given by God through revelation to man; and this refers to the Holy Qur'an. The second kind of knowledge refers to knowledge of the sciences (*'uluum*), and is acquired through experience and observation and research; it is discursive and deductive and it refers to objects of pragmatical value.

It means that human soul need the food for the life in the form of knowledge given by God which refers to the Holy Quran integrated with knowledge of the sciences. The integrated knowledge should make the human being recognize and acknowledge God. From this analysis, students should know the deep reason of conveying a speech. It is not only about speech contest and championship but also essentially about food for the

soul. Giving knowledge for the soul is responsibility of all human started from his or her self, closest or farthest environment. Knowing the truth, the inner motivation of students should be undoubtedly rising up learning and delivering the materials for public speaking wholeheartedly.

Secondly, the surface aspect of the speech covers the physical message, the visual message, and the story message. The physical message is the way you stand, where you look, how you use your hand. The visual message is what you show and how you show is as important as what you say. While, the story message means that a speech is like a story. It has e beginning, a middle, and an end, all connected together into a single message (Harrington and LeBeau, 2009 : 5). From this points, the students must have high flight hours by directly viewing at the well-known figures.

In this case, the story message plays an important role of successful speaker because the good text will provide organized, valid and meaningful message to audiences. As we know that the speech text has its structure as follows (Skool, 2017):

1. Introduction Paragraph
   a. Hook (reader's grasp): Interesting sentence about the topic;
   b. Background: facts, numbers, group opinion, or history;
   c. Thesis statement: main idea about the topic+ 3 reasons.
2. Body Paragraph
   a. Topic sentence: tells 1 reason from the thesis statement;
   b. Detail sentences: explain the topic sentence with the facts, reasons, or examples;
   c. Conclusion sentence: reminds us of topic sentence.
3. Conclusion paragraph
   a. First sentence: review the main idea of the thesis statement in different words;
   b. Middle sentences: review the 3 body paragraph topic sentences in different words;
   c. Final conclusion sentence: tell a result, consequence, or recommendation based on the thesis statement.
4. Transitions: a word or phrase that connects ideas. A transition is like a bridge between ideas.

Further, here is the simple example of speech text before being developed and polished to the more standard text of speech (Skool, 2017):

People need exercise to stay healthy (*main idea-your message about the topic*). Adults should exercise 20 minutes daily, but most people do not. Activities like swimming, lifting weights, and playing sports are often inconvenient or too expensive. The best type of exercise is walking because it is easy (*reason 1*), convenient (*reason 2*), and usually done outside (*reason 3*).

Walking is easy (*body paragraph 1*). When exercise is too difficult, people stop doing it. However, when exercise is simple, people often enjoy it and continue to do it. Also,

easy activities cause fewer injuries and less pain than strenuous activities. Walking is great exercise because it is simple and pleasant to do.

Walking is convenient (*body paragraph 2*). A person can walk anywhere-in the city, country, or mountains. Many other forms of exercise require special equipment or locations. For example, swimming requires a pool. Lifting weights requires barbells and benches. Walking can be done anytime and anywhere without special preparation.

Walking is often done outside (*body paragraph 3*). During exercise, the body produces chemicals called endorphins and serotonin, which calm stress ad make people feel happy. Scientist found that people who spend time outdoors in nature feel happier than people who do not. Walking outside helps mental and physical health.

Walking is an ideal exercise (*review of thesis statement, main idea*). It is easier than many other sports (*remind us of reason 1*). It is also more convenient than many other activities, as a person can do it almost any time or place (*remind us of reason 2*). Finally, walking is usually done outside, which helps people feel happy and less stressed (*remind us of reason 3*). Everyone who wants regular exercise should try walking (*tell a result, consequence, or recommendation based on the thesis statement!*).

Workshop as Practical Solution

After knowing students' difficulty in speech, the researchers and the stake holder of the school carried out the workshop to the enhancement of students' speech ability. The workshop is followed by 35 students including the English teachers. The workshop is initiated with detail theories of speech as discussed above. In this moment, the researchers also provide good examples of delivering speech as exposure on video. The examples are taken from the winner of the school speech contest as well as the public figures in English speaking countries.

Figure 1 Workshop of English Club MAN Pacitan on Speech

After discussing theories, the students are joining construction of the speech text who consist of five groups. They are not allowed to copy and paste the speech from other sources. They have to learn to be creative and to make an authentic work instead of being followers or

copiers. This activity leads the students to be creative and be able to construct text individually later.

CONLUSION AND SUGGESTION

CONLUSION

1. The problems faced by the students to create speech text is about inner motivation of having a speech and lack of text-making confidence. The lack of the confidence comes from the lack of knowledge and theories to make a good and systematic text. Furthermore, the students haven't seen the speech as the life need. They assume that the speech is restricted for the contest. Therefore, delivering a speech will be much difficult because of the minimum flight hours of practice;

2. Surely, the theoretical solutions of this problem is the empowerment of fundamental materials of speech: from the clear process to outcome using authoritative sources. Furthermore, practice is the key of success. The proper self-driving of the students will lead to the high flight hours to have a speech based on their ability.

SUGGESTION

1. For students, conveying knowledge is obligatory for man. It means that speech is not temporal needs. Students should have both internal and external motivation to have a speech. Further, they have to conscious to learn deep and surface aspect of the speech to have a good performance;

2. For teachers, students are being in the pursuit of indefinite imaginations and explorations. Students' will are not acquired but teachers provide different things in class with lecture and explorative approach to accomplish the project and assignment such as speech and others.

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