

# **AN ANALYSIS ENGLISH SPEECH TASK IN IMPROVING STUDENTS' SPEAKING SKILL (STUDY AT THE EIGHT GRADE OF SMP NEGERI 3 PINRANG)**

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## **Abstract**

Tujuan dari penelitian ini adalah untuk menyelidiki kemampuan kegiatan pidato bahasa Inggris dalam mengembangkan kemampuan berbicara siswa di kelas delapan di SMP Negeri 3 Pinrang. Penelitian ini secara khusus bertujuan untuk menilai apakah kegiatan ini dapat secara signifikan meningkatkan kefasihan dan pengucapan siswa yang terlibat dalam penelitian ini menggunakan desain pra-eksperimental, dengan siswa dinilai sebelum dan sesudah intervensi untuk mengukur peningkatan. Hasil penelitian menunjukkan bahwa kemampuan berbicara siswa meningkat setelah menyelesaikan tugas, dengan skor kefasihan meningkat dari skor pre-test 50,04 menjadi skor post-test 78,92 dan skor pelafalan meningkat dari skor pre-test 49,33 menjadi skor post-test 71,42. Lebih lanjut, penelitian ini menyimpulkan bahwa keterlibatan dalam tugas pidato bahasa Inggris tidak hanya meningkatkan kemampuan berbicara siswa, yang dibuktikan dengan nilai post-test yang lebih tinggi tetapi juga berkontribusi pada peningkatan kepercayaan diri mereka ketika berbicara bahasa Inggris. Terlepas dari hasil positif ini, penelitian ini juga mengidentifikasi beberapa kendala yang masih ada. Hal ini termasuk pengucapan yang buruk, rasa malu, motivasi yang rendah, dan rasa takut berbicara di depan umum. Faktor-faktor ini terus menjadi tantangan bagi para siswa, menunjukkan bahwa meskipun intervensi ini bermanfaat, masih diperlukan dukungan yang berkelanjutan.

**Kata kunci:** Tugas Pidato Bahasa Inggris, Kemampuan, Berbicara,

## **Abstract**

*The objective of this study was to investigate the efficacy of English speech activities in developing students' speaking abilities in grade eight at SMP Negeri 3 Pinrang. This study specifically aimed to assess whether these activities could significantly enhance the fluency and pronunciation of the students involved the study employed a pre-experimental design, with students assessed before and after the intervention to gauge improvements. The results revealed that students' speaking skills improved after completing the task, with fluency scores increasing from a pre-test score of 50.04 to a post-test score of 78.92 and pronunciation scores rising from a pre-test score of 49.33 to a post-test score of 71.42. Furthermore, the study concluded that engaging in English speech tasks not only improved students' speaking abilities, as evidenced by higher post-test scores but also contributed to an increase in their self-confidence when speaking English. Despite these positive outcomes, the study also identified several persistent obstacles. These*

*included poor pronunciation, shyness, low motivation, and a fear of public speaking. These factors continued to challenge the students, suggesting that while the intervention was beneficial, there was still a need for ongoing support and additional strategies to address these barriers effectively.*

**Keyword:** English Speech Task, Abilities, Speaking

## INTRODUCTION

Speaking is one way of conveying ideas verbally in language learning and teaching, and it involves four skills, namely speaking, writing, listening, and reading. Students need to understand speaking skills, which include conveying ideas, thoughts, and feelings, to communicate effectively in English, according to Leong Ahmadi, (2017). Speaking is the most important skill for effective communication. Also vocabulary is important when we want to talk in English that's why vocabulary is an important component of English without it, developing the language is nearly impossible. Sarah, muhajir, Sulastri, (2023). In other words, communication is impossible without speaking. In testing students speaking skills, the researcher allows the students to choose their title of speech and then the researcher give asses their speaking ability.

According to Omidvar & Bahadorfar, (2014) the first point to make is that speaking is now a crucial feature of language learning and instruction, particularly ESL/EFL. The second goal for language learners is to master speaking skills. Third, speaking proficiency is used to determine mastery of a second or foreign language. Therefore, practicing presenting your ideas in person is essential for improving your verbal communication skills Desi et al., (2017) state, speech is speaking in public and how someone speaks to convey a message or idea that the audience wants to know Speech tasks are activities or tasks designed to improve speaking in English. It involves encouraging students to participate in meaningful verbal exchanges, usually within a classroom environment, with the aim of refining fluency, accuracy, vocabulary use, and overall communication proficiency. Furthermore, Chen, & Sun, (2019) conducted a study focusing on the use of presentations as a speech task in an EFL (English as a Foreign Language) classroom. In this research English speech task is how student can give their speech in front of others student. So, student need to prepare they speech by express their idea and students have to deliver their speech in front of the class by this technique student can improve they speaking skill and confident.

## METHOD

The study employed pre-experimental approach to observe a one group receiving an intervention anticipated to induce changes. The research adopted a one-group design with pre-test and post-test measures. Students were assessed with a pre-test during the initial meeting, underwent four sessions of treatment, and then evaluated with a post-test after the final meeting took place. Gay et al., n.d. (2012) a group is pretested, exposed to treatment, and post-test in the one group pre-test and post-test design. The study was specifically aimed at eighth-grade students from SMP Negeri 3 Pinrang. These eighth-grade students were the intended population for the research.

The research population consisted of 24 students of class VII SMP Negeri 3 Pinrang. The researcher have to include the population as sample if the population is less than 100 people. According to Arikunto (2012), the reason for taking the total sampling was that the number of the population was less than 100, so the entire population was used as a sample for this research. The English speech task is a speaking test were employed. Speaking test results were acquired utilizing a pre-test treatment, and post-test stages, the researcher employed English speech task were the students delivering they speech.

## FINDINGS AND DISCUSSION

The result of this research conducted by the researcher at SMP Negeri 3 Pinrang started from March to April 2024. In this section, the researcher will present the data regarding the research location namely as follows:

SMP Negeri 3 Pinrang was established in 1984 and is located at Jln. Poros Rappang Km. 7 Kampung Baru precisely in Mattiro Deceng, Kec. Tiroang, Kabupaten Pinrang . Currently UPT SMP Negeri 3 Pinrang uses the 2013 curriculum guide. UPT SMP Negeri 3 Pinrang is under the leadership of a principal named Sitti Ramlahwati who is assisted by an operator named Muhammad Said. There are 25 teachers, and the school has approximately 341 students.

### The English Speech Task Improve Students Speaking Skill At The Eight Grade of Smp Negeri 3 Pinrang

Based on Table 1, there were 24 students in the research sample who had attended the pre-test stages with total score of fluency in pre-test is 3 (12,5%) from 24 students got fair score. 7(29,16%) students got poor score. 4(16,6%) students got good score. 2(8,33%) students got very good score. And 8(33,3%) students got very poor. While in the post test very good 10(42,6%). Students got good score 11(45,83%). Students got fair score 2(4,16%). students got poor score 1 (4,16%) and no students (0%) got very poor score. Based on Table 2, there were 24 students in the research sample who had attended the pre-test stages with total score of pronunciation. The result of the pre-test is only 2(8,33%) students who got very good score, 2(8,33%) students got good score, 4 students got fair (16,6%), students got poor score 6 (25%), students got very poor score 10 (41,86%). While in the post test very good 15(62,5%), students got good 6 (25%) students got fair score 2(8,33%) students got poor 1(4,16%) and no students (0%) very poor score

Table 1. The distribution of speaking fluency and percentage score in pre -test and post -test

| Classification | Pre-test  |            | Post- test |            |
|----------------|-----------|------------|------------|------------|
|                | Frequency | Percentage | Frequency  | Percentage |
| Very good      | 2         | 8,33       | 10         | 41,6       |
| Good           | 4         | 16,6       | 11         | 45,83      |
| Fair           | 3         | 12,5       | 2          | 8,33       |
| Poor           | 7         | 29,16      | 1          | 4,16       |
| Very poor      | 8         | 33,3       | 0          | 0          |
| Total          | 24        | 99,86      | 24         | 99,92      |

Table 2. The distribution of frequency and percentage score of students speaking pronunciation in pre-test and pot-test

| Classification | Pre-test  |            | Post- test |            |
|----------------|-----------|------------|------------|------------|
|                | Frequency | Percentage | Frequency  | Percentage |
| Very good      | 2         | 8,33       | 15         | 62,5       |
| Good           | 2         | 8,33       | 6          | 25         |
| Fair           | 4         | 16,6       | 2          | 8,33       |
| Poor           | 6         | 25         | 1          | 4,16       |
| Very poor      | 10        | 41,66      | 0          | 0          |

|              |    |       |    |       |
|--------------|----|-------|----|-------|
| <b>Total</b> | 24 | 99,86 | 24 | 99,99 |
|--------------|----|-------|----|-------|

Based on data above the researcher found an influence on students' speaking skill as researcher sample in the speaking in English speech task speaking test.

Table 3. The descriptive statistic of students speaking fluency in pre-test and post-test

| <b>Descriptive Statistics</b> |    |         |         |       |                |
|-------------------------------|----|---------|---------|-------|----------------|
|                               | N  | Minimum | Maximum | Mean  | Std. Deviation |
| <b>Pretest</b>                | 24 | 40      | 71      | 50.04 | 13.386         |
| <b>Posttest</b>               | 24 | 0       | 86      | 78.92 | 18.815         |
| <b>Valid N (listwise)</b>     | 24 | -       | -       | -     | -              |

The data of the table above to shows that minimum score in the both pre-test is 40 (very poor) and post-test is 0, the while maximum score in pre -test is 71(good) and post-test is 86 highest score (very good). The mean score of pre-test is 50,04 (poor) while the mean score of post -test is 78,92 (good), the standard deviation of pre-test is 13,386 while standard deviation of post-test is 18,815. while standard deviation of post-test is higher than pre-test

Table 4. The descriptive statistic of students speaking fluency in pre-test and post-test

| <b>Descriptive Statistics</b> |    |         |         |       |                |
|-------------------------------|----|---------|---------|-------|----------------|
|                               | N  | Minimum | Maximum | Mean  | Std. Deviation |
| <b>Pretest</b>                | 24 | 40      | 86      | 49.33 | 14.881         |
| <b>Posttest</b>               | 24 | 0       | 86      | 71.42 | 23.980         |
| <b>Valid N (listwise)</b>     | 24 | -       | -       | -     | -              |

The data of the table above shows that minimum score in pre-test is 40 (very poor) and post-test is 0, while the maximum score in the both pre-test is 86. The mean score of pre-test is 49,33 (poor) while the, while the mean score post-test is 71,42 (good). The standard deviation of pre-test is 14,881 while the standard deviation of post-test is 23,980 while the standard deviation of post-test is higher than the pre-test.

Thus, according to data processing above it was found that students' speaking skill after implementation of English speech task is increase. The students' fluency were initially low with an average score of 50,04 to 78.92in post-test and also in pronunciation were initially low with an average score 49,33 to 71,42in post-test. It can be said that the first researcher question in this study has been answered, namely: Does English speech task improve students' speaking skill at the eight grade of SMP Negeri 3 Pinrang. Speaking ability after implementation of English speech task is increased or getting better than before implementation.

Table 5. The inferential Analysis between pre-test and post-test

| <b>Paired Samples Test</b> |                |                 |                                           |   |    |              |             |
|----------------------------|----------------|-----------------|-------------------------------------------|---|----|--------------|-------------|
| Paired Differences         |                |                 |                                           | T | df | Significance |             |
| Mean                       | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |   |    | One-Sided p  | Two-Sided p |

|      |                        |              |        |         | Lower        | Upper     |           |    |       |       |
|------|------------------------|--------------|--------|---------|--------------|-----------|-----------|----|-------|-------|
| Pair | Pre-test               | -            | 19.693 | 4.02002 | -            | -         | -         | 23 | <,001 | <,001 |
| 1    | Post-test<br>(Fluency) | 28.87<br>500 | 99     |         | 37.1910<br>4 | -20.55896 | 7.18<br>3 |    |       |       |

The analysis outcome was showed the table 5. The pre-test and post-test mean of fluency were ( -28.87500), standard deviation was (19.69399) and standard error mean was (4.02002). the lowest difference was (-37.19104), and upper difference was ( -20.55896). The test outcome was  $t=(-7.183)$ , with a df of 23 a significance of  $<,001$  . the pre test and the post test mean of pronunciation were (-22.08333), standard deviation was (23.16466) and standard error mean was (4.72847). the lowest difference was (-31.86491), and upper difference was (-12.30176) the test outcome was  $t=(-4.670)$  with df of 23 and significance of  $<,001$

### **The Obstacle of English Speech Task In Improving Students Speaking Skill At The Eight Grade of Smp Negeri 3 Pinrang**

In doing a English speech task it was not easy for students. The researcher saw that there were several obstacles or problem faced by students when doing a speech when conducting the treatment, pre-test and post-test, most students at Smp Negeri 3 Pinrang had a few obstacle when they delivered their speech:

1. Reluctance to give speeches was expressed by some students  
Some students avoided giving speeches because they were worried about being ridiculed or considered weird. In article Pabro Maquidato (2021) say that these students feel insecure and do not want to show their speaking skills in class. furthermore Spielmann & Radnofsky. (2001)stated that instead of being afraid of making mistakes or having a tendency to accept criticism and criticism from others, students learn “avoidance strategies.” For this reason, we need to encourage reluctant students to speak up by telling them repeatedly that “no one will laugh at you”, so that they will finally do it.
2. Certain students encountered problems with pronunciation  
Due to their frequent use of the local language, known as bugis. This made words like "lack," "behavior," "intimidating," "anxiety," and "therefore" extremely difficult to pronounce these could be caused by mother tongue influence and also fear of making mistakes when speaking in front of the class. Moreover ,Liu (2007) makes the point that if students pronate poorly, others won't be able to understand them clearly. It is therefore essential that students concentrate on this linguistic component, such as pronunciation. Students may find it difficult to talk due to mispronunciation.
3. A few students lacked fluency  
Some students had difficulty speaking fluently since they were not used to speaking and reading in English during their speeches. Reaching speaking fluency is one of the hardest parts of learning a language, in journal Syarif, A., Muthmainnah, M. (2017) say that even while you may pick up reading and listening comprehension skills fast, mastering spoken English can be more challenging.
4. Students are shy to speak  
When rehearsing their speech in front of a researcher, the students perform rather well when speaking and reading as well. However, when they talk and deliver their speech, students have the tendency to be quiet and shy to speak. No student is able to make eye contact in journal Oseno Gudu (2015), students find it extremely difficult to maintain eye

contact when speaking. They also experience anxiety and nervousness when they see an audience, even when they are with friends. As a result, they are reluctant to share their thoughts and communicate, which has made them fearful of speaking.

5. Lack of motivation

Students lacked motivation to speak or make speeches because they felt uncomfortable and did not use English in every English lesson. The researcher encouraged them by saying, "Even if they can't read or speak English at first, they can still learn and try, so try first. If something goes wrong during the learning process, we can correct it and learn from it. There is nothing to worry about." The children were finally willing and encouraged to try. learning a second language continue to report that they feel uncomfortable, lack motivation, hesitate to engage or perform poorly in their language classes Tsiprakides & Keramida (2009).

## DISCUSSION

The English speech task is speaking test utilized by researchers to determine how the impact of the English speech task. The research was conducted in class VII SMP Negeri 3 Pinrang using pre experimental one group. The test used by the researcher consisted of a pre-test to gauge students' speaking proficiency before treatment, followed by a post-test following treatment. English speech was used by the researcher as a speaking test.

The results of the teaching and learning process, as well as the results of the treatment of the teaching and learning process using descriptions of data collected through speaking tests as described in the previous section, show that students' speaking skills improved, as evidenced by the frequency, frequency, and percentage of students' pre-test and post-test scores. Speaking is one of the most important skills for communicating well. Speaking is considered one of the most difficult aspects of learning a language. In this discussion, we will examine the significance of English speech tasks in speaking skill. Speaking skills are crucial for effective communication, particularly in language learning and everyday interactions. And also students face several obstacles when doing English speech task: Reluctance to give speeches was expressed by some students, certain students encountered problem with pronunciation, a few students lacked fluency, students are shy to speak and lack of motivation

## CONCLUSION

The researcher found that English speech tasks improve students' speaking skills, with post-test scores higher than pre-test scores. This leads to increased confidence and comfort in learning. However, challenges such as Reluctance to give speeches was expressed by some students, certain students encountered problem with pronunciation, a few students lacked fluency, students are shy to speak and lack of motivation.

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