

**IMPROVING STUDENTS' SPEAKING ABILITY IN GIVING INFORMATIVE  
SPEECH BY USING VISUAL AIDS  
(A Classroom Action Research On Sixth Semester Students At TBI IAIN Bengkulu)**

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Received on November, 19th, Revised on November, 25th, Published on December, 15th 2017

**ABSTRACT**

The aim of this study was to improve the ability of students who took public speaking lesson on sixth semester at English study program of IAIN Bengkulu in giving an informative speech. The research method was classroom action research by doing three cycles. The respondents of this research were the students in public speaking class on sixth semester at English study program of IAIN Bengkulu. They were 21 students. The students who had enough ability in giving informative speech increased in each phase, 33.33% in cycle 1, 52.38% in cycle 2 and 57.14% in cycle 3. It meant some of students could increase their ability from very low or low to enough. In addition, the number of students who had enough ability in post-test decreased, it was 47.61%. That was because some of them could reach the higher ability such as good and very good. It showed that the students' could decrease the difficulties in giving an informative speech. It meant the using of visual aids can improve the students' ability in giving an informative speech.

Key words: Speaking ability, informative speech, visual aids.

**ABSTRAK**

*Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan mahasiswa yang mengambil mata kuliah public speaking class pada semester 6, program studi bahasa Inggris di IAIN Bengkulu dalam memberikan pidato informasi. Metode penelitian yang digunakan adalah Classroom Action Research (CAR) dengan melakukan 3 siklus. Responden dalam penelitian ini adalah mahasiswa di kelas "Public Speaking" pada semester 6, program studi bahasa Inggris di IAIN Bengkulu. Mahasiswa tersebut berjumlah 21 orang. Hasil dari penelitian ini menunjukkan bahwa mahasiswa memiliki kemampuan yang cukup dalam memberikan pidato informasi meningkat di setiap fase, 33.33% di siklus 1, 52.38% di siklus 2 dan 57.14% di siklus 3. Itu menjelaskan bahwa beberapa mahasiswa mampu meningkatkan kemampuan mereka dari sangat rendah atau rendah ke kemampuan yang cukup. Kemudian, jumlah mahasiswa yang mempunyai kemampuan yang cukup dalam memberikan pidato informasi di post-test berkurang, yaitu 47.61%. Post-test menunjukkan bahwa mahasiswa tersebut dapat mengurangi kesulitan-kesulitan mereka dalam memberikan pidato informasi. Hasil tersebut menunjukkan bahwa penggunaan visual aids dapat meningkatkan kemampuan mahasiswa dalam menyampaikan informative speech.*

*Key word: Kemampuan berbicara, informative speech, visual aids.*

## INTRODUCTION

English is a foreign language in Indonesia. There are five English basic skills that are emphasized and they should be mastered by students. They are grammar, reading, writing, listening and speaking. are grammar, reading, writing, listening and speaking.

Speaking is not only about have a communication in daily life or informal situation, but also in a formal situation at a particular moment, like speech, news broadcasting, presenting and so on. Furthermore, the public speaking skill has very important role in people career. We could see some professions which the key to get the job is ability in public speaking, such as presenter, news broadcaster, teacher, announcer and many others. For the reason, the researcher gives more emphasis to the public speaking skill, especially the informative speech.

Therefore, English is learnt by students at formal and informal institution. It has been learnt in each grade since elementary school to university or college but it is not be a guarantee for the good students' speaking ability especially in giving informative speech.

In addition, the sixth semester students at English department of IAIN Bengkulu has the public speaking subject. On

the other hand, The students' ability to deliver a speech is still poor. It could be seen when the researcher ask some of the students to stand in front of class and give some information about themselves. It has a synchronous to previous research by Revola in 2012. He analyzed some students' problem in English speech at sixth semester student of English department IAIN Bengkulu. In this research, he analyzed the students' problem based on three factors; anxiety, self esteem, and motivation factors. The result of one of assessment statement in anxiety factor showed that the students' strongly agree un-confidence when speech English because often forget what will presented (39,,3%). The second place was the students' agree un-confidence when speech English because often forget what will presented (27,4%), followed by the students' disagree un-confidence when speech English because often forget what will presented (18,8%). The lowest percentage was the students' strongly disagree un-confidence when speech English because often forget what will presented (14,5%).

Based on the preliminary research and the previous study, the researcher has been very inspired to help the students in enhance their public speaking skill, especially in delivery informative speech. Indirectly, if we can help them improving

their ability, it will be helpful for them to get the brighter future.

### **Research Questions**

Based on the background above, the problem of this research could be formulated “Could the using of visual aids improve the students’ speaking ability in delivery informative speech on sixth semester English education study program students at IAIN Bengkulu?”

### **Significance of the research**

This research is expected to be able to give some contributes as bellow:

1. To help the students in improving their English public speaking skill. It especially in delivery informative speech, so it can be one of their additional positive value to get the brighter future.
2. To make the teachers easier to increase the student’s public speaking ability, especially English teachers to solve the students’ problem while they have to convey their messages in English in front of public.
3. To improve the quality of English learning and teaching process through implementing visual aids to solve students’ problem in convey their message in front of public

## **Theoretical Framework**

### **Concept of Speech**

The average person produces tens of thousands of word a day, although some people – like auctioneers or politicians – may produce even more than that. So natural and integral was speaking that we forget how we once struggled to achieve this ability – until, that is, we have to learn how to it all over again in a foreign language.

In many ways, public speaking requires the same skills used in ordinary conversation. Most people communicate well in daily talk can learn to communicate as well in public speaking. By the same token, training in public speaking can make you more adept communicator in a variety of situation, such as communication, classroom discussion, business meetings, and interviews. According to Lucas (2009:9) there were three major differences between conversation and public speaking:

1. Public speaking is more highly structured
2. Public speaking requires more formal languages
3. Public speaking requires a different method of delivery.

Different circumstances call for different types of speeches. Some sources categorize these speeches in different ways;

by the amount of preparation time they require or by the purpose of the speech. Every speech is unique. Even when delivering from the same text, a speaker's speech is affected by a number of factors. Keeping this fact in mind, a speech will tend to fall in one of a few categories. There are three types of speeches based on Gladen, Naomi Rockler (2007):

### 1. Informative Speeches

The purpose of an informative speech is to teach the audience a small but useful tidbit of information. If your speech is a success, the audience will walk away with some new knowledge. Here are some tips to keep in mind for effective informative speaking:

- a. Don't cram too much information into your speech or you'll lose your audience. Keep it simple.
- b. Be careful not to include information your audience does not understand. Avoid using terms that all or some of the audience will not recognize. If you do use unfamiliar terms, be sure to define them very clearly.
- c. Choose a topic your audience will find interesting and relevant.
- d. Make sure your speech is not persuasive. You're trying to teach your audience something, not change their mind.

### 2. Persuasive Speeches.

The purpose of a persuasive speech is to change people's minds or behavior about something. This is a very difficult thing to do. For a persuasive speech to be truly effective, it's not enough to simply present your arguments in an eloquent way. You need to actually get the audience to change their minds. Here are some tips for how to deliver a persuasive speech:

- a. Deliver your speech with passion. No one's going to be convinced unless it's clear that you really care.
- b. Look for common ground with the people in your audience who disagree with you. For example, if you're giving a speech on abortion, include a statement such as, "I know that all of us can agree that preventing unwanted pregnancies is important." By doing so, you reach out to people on the other side and demonstrate that you're not the enemy-- and then they'll be more likely to listen to you.
- c. Don't choose an impossible task. In your short speech, you won't change anyone's mind about gun control. However, you *might* change their minds about a smaller part of this issue, such as whether a certain type of weapon should be legal.
- d. Ask your audience to take a specific action-- and one that they might actually

take. Asking people to call their elected officials will not be effective. However, if you ask your audience to recycle their campus newspapers, they just might do that.

### 3. Ceremonial Speeches.

A ceremonial speech is one that is given to mark an important occasion in someone's life, such as a graduation speech, a wedding toast, or a eulogy at a funeral. These speeches can be both emotionally moving and fun. Here are some ceremonial speech tips:

- a. Tell lots of stories about whomever you're giving the speech about. Stories are what make the person or people you talk about come alive for your audience in the speech, so replace generic adjectives with stories. For example, instead of saying, "She's a very thoughtful person," say, "She sends birthday and anniversary cards to everyone she knows."
- b. Tell stories about the people in the audience. This will make them feel included and special. For example, if you're giving a eulogy, talk about nice things the departed did with their loved ones.
- c. Avoid clichés. If you're giving a graduation speech, don't say "spread your wings and fly." If you're giving a

wedding toast, don't say, "today you marry your best friend." Be original.

- d. Be appropriate. Don't make jokes about the groom's ex-wife in the wedding toast. Don't talk about Aunt Bertha's shoplifting habit in her eulogy. Use common sense.

### Definition of key terms

In order to avoid misunderstanding of concept used in this study, the following part provides a brief description on some key terms of the research.

#### 1. Informative Speech

Informative speech is a speech that might involve providing information about a person, animal, or an object. It is given to provide and interesting and useful information to increase the knowledge of audience.

#### 2. Visual Aids

Picture, video, etc used in teaching to help people understanding something (oxford dictionary).

### METHODOLOGY

In this research, the researcher used the classroom action research as the method. That was because this method is very appropriate to improve not only the learning and teaching process but also the quality of the students. It can be seen from this statement:

“Foreign language teachers develop insights into their students’ learning from observing their behavior. Reflective teachers analyze the students’ behaviors, identify potential problems, modify their teaching practices, and evaluate the results. Some ideas succeed; others fail—sometimes surprisingly. This process is called action research” Chamot, Barnhardt and Dirstine (1998:1).

This research conducted on the sixth semester students of English education program at IAIN Bengkulu academic year 2012-2013 in June 2013. The objects of this research would be the students of class VI C, which were consist of 21 students. They were 17 females and 4 males. The researcher chose this class because the students had poor ability in public speaking. They had problems not only from outside but also from inside of themselves.

In doing this the research, the researcher asked for help to the lecturer of public speaking class where the research was conducted.

### **Instruments**

There were some instruments that would be used in this research. They were public speaking test, observation sheets, and

documentation. Then, the public speaking test would be measured through a scale criteria which was adopted from Graves (2000: 24). The indicators were pronunciation, presentation, and content. Thus, the observation sheets were anecdotal record and numerical rating scale.

### **FINDINGS AND INTEPRETATION**

Data for this research was collected from the sixth semester class of English education program at IAIN Bengkulu. The researcher identified some problems concerning with the students’ ability in giving a speech, such as anxiety, self-esteem, and low motivation. The researcher tried to encourage students’ ability in giving informative speech by using some visual aids. The improvement of it was obtained by analyzing the comparison of percentage of student public speaking skill achievement in giving informative speech in each step, pre-test, cycle I, cycle II, cycle III, and post-test.

The data was analyzed by observing and evaluating the students’ achievement result in pre-test, cycle I, cycle II, cycle III and post-test. As we know that students were taught how to improve their speaking skill in giving informative speech by using visual aids. The result showed that the using of a visual aid was very effective in improving

their ability. The complete result can be seen and compared in the following table:

**Table 1**

*The Percentages of Students' ability in giving informative speech in all phases.*

Category	Qualification	Percentages				
		Pre-test	Cycle 1	Cycle 2	Cycle 3	Post-test
4	Very Good	0%	0%	4.76%	9.52%	19.04%
3	Good	4.76%	4.76%	9.52%	19.04%	28.57%
2	Enough	19.04%	33.33%	52.38%	57.14%	47.61%
1	Low	42.85%	38.09%	23.80%	14.28%	4.76%
0	Very Low	33.33%	23.80%	9.52%	0%	0%

Based on the table, the percentages of students in all phases increased well. The students who had very low ability in giving an informative speech in pre-test were 33.33%, but in cycle 1, it was 23.80%, 9.52% in cycle 2, 0% in cycle 3 and post-test. It meant the number of students who had very low ability were minus in each phase. It was because of the students were success to enhance their ability by using visual aids. Meanwhile, in pre-test and cycle 1 there was no one who had very good ability in giving the speech but in cycle 2 till post-test there were some students who succeed to achieve the highest qualification of the ability by using a kind of visual aids. Thus, the students' percentages in the ability of low, enough and good qualifications have indicated that there were increasing the skill significantly. Indeed, most of the students have the improvement.

## A. CONCLUSION

Based on the research finding and discussion which have explained in the previous chapter, the researcher concluded that the using of visual aids in giving an informative speech was effective to improve the students' skill. It made students felt more interest to focus on the activities in public speaking class. It was also could decrease students' problems in English speaking especially in giving an informative speech, such as low motivation to speak, did not have enough vocabularies to express their idea, feeling nervous when they spoke in front of their friends, and others. In the other hand, by applying this technique the students felt enjoy, motivated, active and full of fun in their learning process.

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