# Boosting Sman 5 Metro's Students' Speaking Ability Through Speech And Newscasting

**Dina Amelia[1], Ingatan Gulö[2]\*, Silvia Marta Wijaya[3], Abiyyu Ikbarfikri Khairullah[4]**

[1, 2, 3, 4]English Literature, Faculty of Arts and Education, Universitas Teknokrat Indonesia
Email: [1]amelia.dina@teknokrat.ac.id, [2]\*atan@teknokrat.ac.id, [3]silviamartawijaya002@gmail.com, [4]abiyyuikbarfikri@gmail.com
(Ingatan Gulo\* : Corresponding Author)

**Abstract**‒ The integration of speech and news reading exercises within the realm of public speaking in SMAN 5 Metro commences by administering a pre-test to assess the initial speaking proficiency of the participants. The findings suggest that the proficiency level is moderate, implying that there is potential for improvement. The following activities, which encompass impromptu presentations, news reading, and vocabulary assessments, are designed to improve articulation skills and the practical use of vocabulary. The presence of group dynamics facilitates the development of collaborative efforts and effective communication among individuals. The post-test assesses the effectiveness of the intervention by demonstrating notable improvements in speaking proficiency. This approach elucidates the efficacy of structured exercises in enhancing communication abilities and instilling self-assurance in public speaking.

**Keywords**: Group discussion; individual presentation; newscasting; public speaking; speech

## 1. INTRODUCTION

The English education field can benefit tremendously from the use of dynamic and powerful activities like speech and newscasting (Nimasari, 2016). Students can build confidence in their ability to express themselves orally and increase their fluency by participating in these exercises, which can be included in the instructional approach.

Opportunities for pupils to practice public speaking are abundant in speech and broadcasting classes (Lucas, 2020). Students can develop their ability to articulate their ideas clearly and convincingly via practice with many types of public speaking activities. By doing so, they improve their communication abilities and become more articulate public speakers.

Students can practice actual situations in broadcasting by doing newscasting. Students can improve their communication skills, including their pronunciation and intonation, by presenting news stories or hosting programs. As these pursuits frequently call for improvising and instantaneous answers, they also help them develop their capacity to think creatively.

Also, listening to the news or giving a speech might help them develop their analytical mind (Restendy, et al, 2021). Students are pushed to conduct in-depth investigations of a wide range of topics, compile pertinent data, and present their findings in an organized and convincing fashion. Students' critical thinking, ability to weigh competing viewpoints, and facility with constructing convincing arguments all benefit from this method.

Activities like speech competitions and news broadcasting teach more than just public speaking. Many classroom activities, such as presenting speeches or producing newscasts, need students to collaborate. This setting encourages open dialogue, attentive listening, and the sharing of ideas among peers. Students develop the ability to both encourage and challenge one another, creating an environment conducive to learning.

There are several positive outcomes when the English education department incorporates speaking and newscasting into the curriculum. It helps pupils develop into articulate communicators, improves their analytical abilities, and encourages them to work together effectively. This method prepares pupils for future success in school and the workforce by exposing them to authentic language use.

Students in the 11th grade at SMAN 5 Metro Lampung have encountered significant difficulties with their English-speaking skills. They appear to enjoy English, but they are concerned that they will not be able to improve their proficiency due to a lack of motivation to study, as classroom instruction heavily relies on lectures and discussion. Thus, the students become extremely bored with English study procedures. When approximately thirty students were asked whether they enjoyed English class, only seven responded positively.

Therefore, the PkM team of Universitas Teknokrat Indonesia proposed using speech and newscasting as media to ensure that students are actively engaged and motivated to improve their English-speaking ability. By incorporating speech and newscasting activities into the curriculum, the students of SMAN 5 Metro Grade 11 seek to create an interactive and dynamic learning environment. Students will have the opportunity to develop their speaking abilities by preparing and delivering speeches on a variety of topics as part of speech exercises.

This activity encourages students to structure and cohere their ideas, opinions, and arguments. It also helps them overcome their fear of public speaking and enhances their confidence when using English as a communication tool (Public speaking anxiety, 2015). In contrast, newscasting provides students with a unique opportunity to exercise their speaking skills in a simulated broadcasting environment. Students can improve their pronunciation, intonation, and overall oral communication skills by researching and presenting news reports or hosting programs. This activity enables them to develop their ability to speak clearly and succinctly in a variety of genres and settings.

## 2. IMPLEMENTATION METHOD

The method used in this activity is a mixed method, combining quantitative and qualitative research methods. The goal is to provide a complete knowledge of how these activities improve students' speaking skills.

### 2.1. Activity Stages
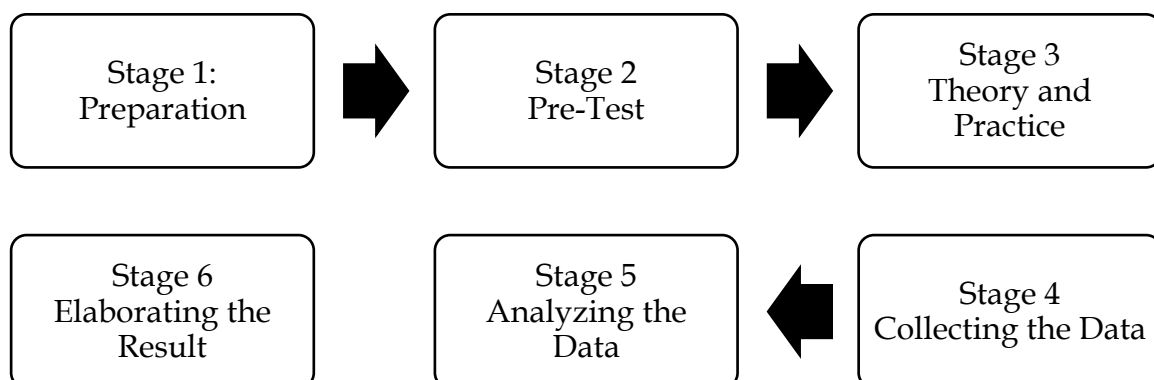


**Picture.1** Activity Stages

The activity includes a sample of students from SMAN 5 Metro. Participants are typically English language learners with varying degrees of ability and backgrounds. The sample should be set based on statistical factors to ensure proper representation and trustworthiness of the findings.

Before beginning the speech and newscasting exercises, a pre-test is administered to determine the participants' baseline speaking abilities. This serves as a benchmark for measuring the intervention's success and improvement (Swestin & Primasanti, 2014).

In speech and newscasting practice, the participants participate in a series of structured activities to help them improve their public speaking skills. Preparing and delivering speeches on certain topics, presenting news reports, participating in role plays, and group debates, and receiving constructive comments from peers and instructors are examples of these activities.

Collecting the data:

a. Quantitative Data: In order to analyze the success of the intervention, quantitative data is gathered using evaluations such as speaking exams, rating scales, or rubrics. The fluency, pronunciation, vocabulary usage, coherence, and organization of the participants' speaking performances are evaluated. The quantitative data enables statistical analysis to establish whether or not the participants' speaking skill has improved significantly.

b. Qualitative Data: Qualitative data is acquired in addition to quantitative data through observations, audio or video recordings, and student reflections. These qualitative methodologies provide extensive and detailed insights into the participants' experiences, attitudes, and views on the speech and newscasting activities. To detect developing themes and patterns, qualitative data analysis approaches such as thematic analysis or content analysis are applied (Swestin & Primasanti, 2014).

### 2.1.1 Post-Test

A post-test is an assessment or evaluation given to students after they have completed a certain period of learning, such as a unit, course, or instructional module. Its primary goal is to assess students' comprehension, information, and abilities gained during the study period (Schreiber & Shibley, 2012).

Following the intervention period, a post-test is administered to assess the participants' speaking abilities. This enables a comparison with the pre-test findings to identify the extent to which the intervention improved things.

## 3. RESULTS AND DISCUSSION
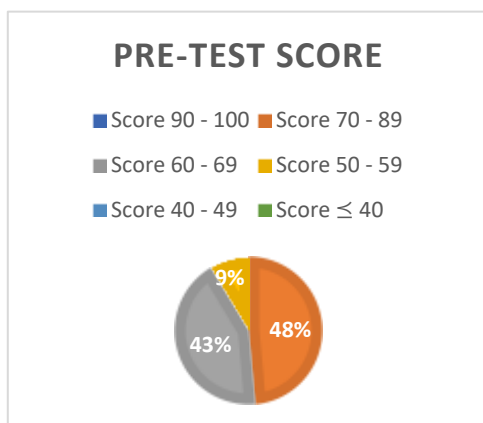


Prior to participating in speech and newscasting exercises, a pre-test is administered to evaluate the first speaking capabilities of the participants. The purpose of this pre-test is to establish a standard against which the effectiveness of the intervention and any subsequent improvement may be measured.

### 3.1 Pre-Test Results

The students of SMAN 5 Metro were given a test to assess their basic English-speaking ability. The pre-test consists of speaking, reading, and vocabulary tests.

Chart.1 Pre-Test Result

The results of the test show that 48% of the students received Intermediate level scores, of 70 – 89. 43% of students received basic scores, 60 – 69, meanwhile, 9% of the students received low scores, 50 -59. The findings suggest that a majority of students had a moderate level of proficiency in spoken English. In essence, individuals possess the capacity to communicate and comprehend the English language, albeit with room for enhancement as they have not yet attained fluency.
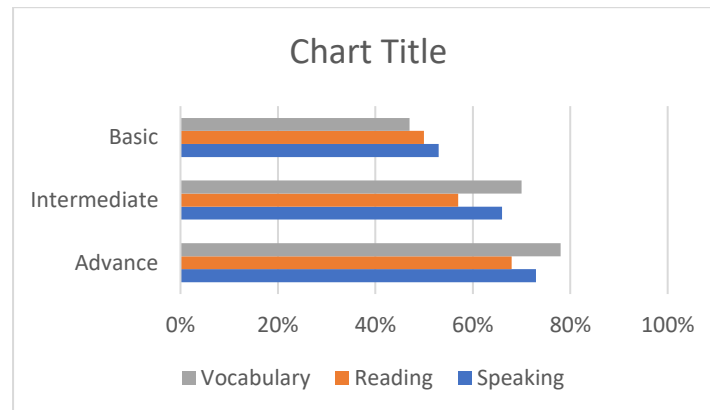


**Chart.2** Pre-Test Ability

The findings demonstrate that pupils possess proficiency in speaking skills. Based on the outcome, the UTI PkM team has made the decision to enhance their speaking abilities in order to attain a more advanced level. In contrast, a limited number of students possess the ability to proficiently acquire reading skills. The majority of individuals exhibit a lack of enthusiasm towards reading due to its commonly perceived dullness. Additionally, a majority of the pupils, above 50%, demonstrate unfamiliarity with certain vocabulary terms included in the reading examination. Consequently, individuals exhibited a propensity to omit some vocabulary-related inquiries.

### 3.2 Public Speaking Exercise

Before the students started practicing public speaking, the UTI PkM team shared the theory. Explaining the fundamental concepts and principles underlying effective communication in front of the students constitutes the theory of public speaking (Beebe & Beebe, 2015). The practice of public speaking imparts valuable skills to students, enabling them to effectively articulate their thoughts, ideas, and opinions with clarity and confidence (Zimmer, 2015). These skills possess value not only within academic environments but also within professional and personal spheres.



**Picture 1.** Public Speaking Theory



Speech exercises are an effective method for enhancing both speaking and vocabulary skills (McKenzie, 2016). The first exercise consists of spontaneous speeches. Participants are given a topic or word at random and instructed to speak for a specified amount of time (e.g., 1-2 minutes) about it. This exercise promotes rapid thinking, originality, and the use of a wide range of words to express ideas.

**Picture 2.** Speaking Practice

The second assignment is news reading. The UTI PkM team assigns participants current news topics to report on in this exercise.

This exercise enhances both speaking fluency and vocabulary by discussing a variety of topics (*Stand up, speak out,* 2016). The final exercise is a vocabulary test. Each participant presents a word and its definition to the group in turn. The challenge is to use the word in a sentence, thereby encouraging the application of newly acquired vocabulary.



**Picture 3.** Group Exercise 1.          **Picture 4.** Group Exercise 2.

The practice of working in groups fosters the development of collaboration, effective communication, and task allocation. In a controlled and supportive setting, students are provided with numerous opportunity to enhance their public speaking abilities through regular practice sessions. During this session, students engage in a discourse centered around a specific subject matter, wherein they express their viewpoints and perspectives, either in support or opposition to the given issue. Through engaging in this instructional session, students acquire the skills necessary to effectively articulate their views in a persuasive manner, as well as develop the ability to address and challenge opposing viewpoints. The UTI PkM team allocated a specific period of time for each group to conduct research on their given topic. In order to substantiate their position on the subject matter, individuals ought to amass factual information, statistical data, and persuasive arguments (How to Prepare a Speech, 2016).

Each faction delivers its initial statement and subsequent reply. Following each presentation, it is advisable to allocate a short duration for the audience to engage in a question-and-answer session or provide constructive criticism (Jerz, 2014). Following the completion of all group presentations, it is recommended to conduct a feedback and discussion session. It is imperative to foster an environment that promotes students' engagement in offering constructive criticism to their classmates and engaging in discussions regarding the efficacy of various presentation styles.

Furthermore, the news reading activity has been found to be a very efficacious method for boosting public speaking proficiency, as well as fostering the development of clear and confident communication skills among students (Turner, et al, 2017). The purpose of this practice is to enhance students' proficiency in news reading, as well as their pronunciation, enunciation, and overall aptitude in public speaking.

The UTI PkM team has selected a range of news stories that pertain to the students' areas of interest, while also being suitable for their age and level of language skill. These articles have the capacity to encompass a diverse array of subjects, including but not limited to contemporary affairs, scientific advancements, technological innovations, cultural phenomena, and narratives that pique human curiosity. The team thereafter directed the students to engage in a comprehensive reading and analysis of their designated news story. It is imperative for individuals to possess a comprehensive grasp of the primary elements, factual details, and contextual background of the narrative. The pupils are encouraged to engage in repeated oral

reading of the news piece. It is advisable for individuals to prioritize the refinement of their pronunciation, tempo, tone, and overall delivery.
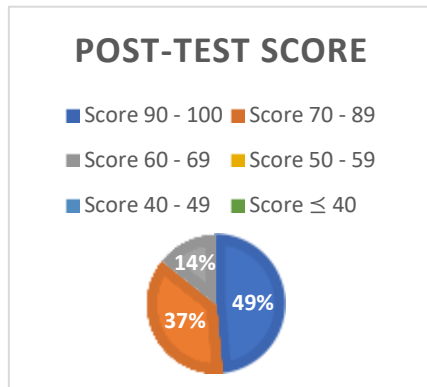
### 3.3 Post-Test Results



**Chart.3** Post-Test Ability

After conducting the stages of activity, UTI PkM team engaged the students of SMAN 5 Metro in a post-test. A post-test functions as an evaluative instrument that is administered subsequent to the conclusion of a training program, workshop, or course. The principal purpose of a post-test in the context of public speaking is to assess the efficacy of the training program and gauge the advancements made by the participants in terms of their growth and learning outcomes. The post-test evaluates the extent to which participants have enhanced their public speaking abilities throughout the training period.

The post-test may encompass the assessment of various elements, such as the level of lucidity, the structural arrangement, the range of voice inflexions, the non-verbal communication, and the level of involvement with the listeners.

The post-test results indicate certain enhancements. Approximately 49% of students have the capability to enhance their English proficiency to an advanced level, specifically within the range of 90 to 100. In the interim, it is seen that 35% of the student population remains at the intermediate level, while 14% of the students are classified as being at the basic level. The reported results demonstrate a noteworthy enhancement in the performance of the students. In alternative terms, the educational endeavours undertaken for the kids have positive outcomes.

## 4. CONCLUSION

The integration of speech and news reading activities in the realm of public speaking education commences with a preliminary assessment, which establishes a starting point for assessing the first speaking proficiency of the participants. The findings from the preliminary assessment indicated that a considerable proportion of pupils exhibited English-speaking abilities at an intermediate level, although a smaller fraction revealed basic and limited proficiency. The results of this study revealed a moderate level of proficiency in spoken English, indicating the potential for further development in order to attain fluency.

The observed transition from the pre-test to the post-test demonstrated the influence of structured public speaking activities on the linguistic development and communication abilities of the participants. The exercises facilitated the cultivation of speaking proficiency as well as the promotion of crucial life skills, including effective communication, critical thinking, and collaborative involvement. By engaging in these activities, students were provided with the opportunity to enhance their ability to communicate effectively and assertively, so facilitating the connection between language acquisition and the development of self-assured public speaking skills.

# REFERENCES

Beebe, S. A., & Beebe, S. J. (2015). Public speaking: an audience-centered approach. Ninth edition, Global edition. Harlow, Essex, Pearson Education Limited.

How to Prepare a Speech. (2016). Retrieved October 1, 2016, from http://www.wikihow.com/Prepare-a-Speech

Jerz, D. G. (2014). Oral Presentations: Tips on How to Deliver a Speech for School or Work. Retrieved September 1, 2016, from http://jerz.setonhill.edu/writing/technical- writing/oral-presentations-tips/

Lucas, S. A. (2020). *The art of public speaking* (13th ed.). New York, NY: McGraw-Hill.

McKenzie, I. (n.d.). Basic Types of Speeches. Retrieved October 1, 2016, from http://www.ismckenzie.com/

Nimasari, E. P. (2016). CRITICAL DISCOURSE ANALYSIS IN TEACHING READING Elok Putri Nimasari. Journal on English as a Foreign Language, 6(2), 115–126.

"Public speaking anxiety." (2015). University of Wisconsin-Stout. Retrieved from http://www.uwstout.edu/counsel/speechanxiety.cfm

Restendy, Mochammad Sinung., et al. (2021). "Newscasting: Konsep dan Perkembangannya di Era 4.0". Academic Journal of Da'wa and Communication, Vol. 2, No. 2, Juli - Desember 2021.

*Stand up, speak out: The Practice and ethics of public speaking* (2016). Minneapolis: University of Minnesota Libraries. https://open.umn.edu/opentextbooks/textbooks/stand-up-speak-out-the-practice-and-ethics-of-public-speaking

Swestin, Grace., & Primasanti, Kartika Bayu. (2014). "Public Speaking Dalam Konteks Pengajaran". Jurnal SCRIPTURA, Vol. 4, No. 2, December 2014, 60-68.

Schreiber, L., Paul, G. & Shibley, L. R. (2012). The development and test of the Public Speaking Competence Rubric. *Communication Education, 61 (3)*, 205 - 233.

Turner, Kathleen. J. et al. (2017). *Public Speaking: Finding Your Voice* (11th ed.). Dallas, TX: Pearson.

Zimmer, J. (2015). Ten Tips on Using Body Language When Delivering a Speech. Retrieved September 1, 2016, from https://mannerofspeaking.org/2012/06/18/ten- tips-on-using-body-language-when-delivering-a- speech/