

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the introduction of the research. It consists of the background of the research, the setting of the research, limitation of the research. This chapter also discusses the purpose of the research, the significant of the research, and the Definition of the key terms.

### **A. Background of the Research**

Many people nowadays learn English for a variety of reasons, including profession and education. Many people are aware that English is one of the international languages that is utilized all over the world. English is a necessary communication tool. English is taught at all academic levels, including elementary school, junior high school, senior high school, and university. We recognize four talents when studying English: speaking, writing, listening, and reading. These abilities must be learned and practiced in order to be useful.

Bailey and Nunan (Nunan, 1992) stated noted that the interactive process of generating meaning, that is, speech, involves producing, receiving, and digesting information. Speaking abilities are defined as the capacity to use sounds, pronunciation, and words to express an opinion, thinking, or idea orally to a person or group, whether face-to-face or not. Learning to talk entails learning how to communicate with others.

Spoken language differs significantly from written language in that it deals with vocabulary, pronunciation, grammar, and fluency. Students struggle to communicate

in English actively and spontaneously. They have enough vocabulary to describe their thoughts and feelings but don't know how to articulate them. Furthermore, students claim that speaking is more difficult than reading, writing, or listening for two reasons. First and foremost, speaking is valid in the real world. Usually, the person we're talking to is waiting for us to start talking. Second, we cannot edit and modify what we wish to say when we talk as we can when we write. Some students are frightened to make mistakes in front of their peers, thus the teaching and learning of the language in class has a variety of issues. Several pupils always ask their pupils for English terminology to create verses. Students have difficulty expressing themselves verbally. kids require a significant amount of time to prepare and deliver a verse. Some kids are unsure of what they are talking about.

According to the research findings, grammar, fluency, and pronunciation were further issues with English language proficiency. Sayuri (2016) ran into these issues. His research shows pupils struggle with vocabulary, grammar, fluency, and articulation when speaking English. In addition to challenges with personal information, students also have issues with confidence, embarrassment of others, anxiousness, sticking to English, lack of practice, and having nothing to say (Sayuri, 2016).

The same argument makes the claim that students' difficulties expressing themselves verbally stem from their reluctance to talk and their fear of making mistakes. Students find it challenging to pronounce English sounds fluently due to a lack of vocabulary and practice. Because they had nothing to say, the pupils seemed

a little hesitant to talk. Although they have ideas in mind, they cannot express uncertainty because they fear making grammatical errors and are concerned that other students will tease them if they do (Meinawati et al., 2020).

Ricky Telg said that there are some kinds of speech. Speeches can be categorized as informational, persuasive, or speeches for special occasions. Meanwhile, O'Hair, Rubenstein, and Stewart (2007, p. 146) state that speech is an utterance that has an excellent structure to share with many people. Speeches can be categorized into the following groups: informational, persuasive, celebratory, and inspirational. Informative speech is one of the various types of speaking.

Informative speech aims to provide some information to the listener. But it should be obvious that there are numerous ways to inform an audience, as this broad Definition illustrates. As a result, instructive speeches come in a variety of forms. The four primary categories of informative talks are descriptive, explanatory, demonstrative, and definitional presentations. An informative speech seeks to educate the audience on a certain subject.(Permana et al., 2021)

An effective informative speech keeps the listener interested by clearly presenting correct facts to the audience. The secret to becoming a great speaker is to achieve accuracy, clarity, and interest in equal measure. If information is unreliable, lacking, or imprecise, the audience will find it useless. (*Coms 105: Fundamentals of Public Speaking*, n.d.). A speech that includes knowledge about a person, animal, or item is referred to as informative. (Dailin, 2017, p. 50).

An informative speech aims to impart knowledge to the audience through

unbiased, accurate information. According to the justification provided, an instructional speech is one in which the audience is asked to learn something from the speaker. During a persuasive speech, on the other hand, the speaker strives to persuade the audience to believe or act in a particular way. As long as the subject is brand-new, informative speeches can cover everything from medical technology to animal studies.

Thornbury (2005) claims that there are two primary methods for evaluating speech. Both are scored analytically and holistically. Analytic scoring employs a separate score for each component of the assignment, whereas holistic scoring uses a single score as the foundation for an overall impression. Each has advantages, but a holistic approach is efficient and appropriate for formally gauging development. Analytic scoring, which is more thorough and likely more accurate because it requires the teacher to consider various factors, takes longer. The analytical framework used in this study is based on Pandiya (2013) and is broken down into six different assessment categories: fluency, grammatical accuracy, sentence and word pronunciation, interactive communication, and vocabulary resources. Based on earlier studies, it is clear that researchers have developed methods for designing and evaluating students' informative speeches on some of the variables influencing a given environment and circumstance. As a result, in this instance, the commencement of the Assessing in an Informative speech was required as the foundation for later building another study. The researcher assessed students' informative speech using the PIPA model in this research. The PIPA model is a scoring technique for evaluating public speaking, especially informative and

persuasive speech. The assessment technique for the PIPA model is to use the sandwich feedback assessment technique, which contains compliments, criticism, and compliments.

In this study, the researcher selected the sandwich feedback method with the same protocol as the previous expert, providing (3C) compliments, criticism, and compliments or (PIP) positive, improvement, and positive feedback on students' public speaking performance. Since the assessment function is not limited to measuring students' progress, it is hoped that this feedback will enhance students' public speaking skills through the researcher-designed assessment model. Simultaneously, the teaching and learning process occurs, as does the observation of future performance enhancement through feedback.

Therefore the author uses the PIPA model as an assessment technique in informative speech because this technique not only gives an assessment but also provides feedback so that students can improve their public speaking for the better.

The PIPA model technique is used in assessing students' informative speech at the English Vaganza Competition 2023. English Vaganza Competition is a Competition organized by the English study department or what is commonly called ESSA (English Students Section Association) at the University of Pasir Pengaraian. English Vaganza has been practiced for several years at the University of Pasir Pengaraian. Schools in Rokan Hulu widely known English Vaganza. Many students take part in the English Vaganza Competition. Competitions at English Vaganza include debate, ranking 1, speech, storytelling, MC, and Rohul idol.

Senior high school students in Rokan Hulu attended the speech in the English Vaganza Competition. Schools that took part in the speech Competition at English Vaganza are the best school in Rokan Hulu that are: SMAN 1 Rambah, SMAN 2 Rambah Hilir, MAN 1 Rokan Hulu, SMAN 1 Ujung Batu, SMK Islam Inayah Ujung Batu, and Pondok Pesantren Khalid Bin Walid.

The researcher is interested in this research because this research used an assessment rubric from PIPA Model, an assessment for informative and persuasive speech that has never been studied before. The researcher is also interested in the known skills of students who participated in a speech of English Vaganza Competition.

This research is expected to be an alternative for researchers in learning informative speech to increase. Therefore it is necessary to research Assessing Students' Informative Speech at the English Vaganza Competition 2023.

### **B. Limitations of the Research**

There are three types of speech: persuasive, informative, and speech for special occasions. In this research, the researcher focuses on Assessing Students' Informative Speech at English Vaganza 2023. The researcher will describe Assessing Students' Informative Speech through the PIPA Model at the English Vaganza Competition 2023. Nine students took part in the speech Competition at English Vaganza.

### **C. The Formulation of the Research**

In this research, the formulation of the research as in the following questions:  
How are students' skills in an informative speech at English Vaganza 2023?

#### **D. The Purpose of the Research**

The specific purpose of the research is:

To Assess students' informative speech at the English Vaganza Competition 2023  
by the PIPA model

#### **E. The Significant of the Research**

This research is expected to benefit English teachers, English Educational Department students, and other researchers.

##### **a. For the English teachers**

This research is expected to contribute to English teachers assessing students' informative speech at English Vaganza. This research made teachers know how to assess students' informative speech.

##### **b. For the English education department student**

It is expected that they will be able to use this technique to assess the student's speaking skill, and exceptionally informative speech.

##### **c. For the other researchers**

This study is expected to provide knowledge, a model, or a reference for future investigations, and the researcher expects that other researchers will analyze, amend, or change it and create further studies for different levels and aims. This research gives information about how are students' skills in informative speech.

#### **F. The Definition of the Keys Terms**

There are some clarifications of the terms about the title:

##### **a. Assessing**

Assessing directly measures learning based on the pupils' performance or

products that indicate their ability to complete a given task. Students can utilize collections of work, performances, exhibitions, and demonstrations to demonstrate their knowledge.

#### **b. Informative Speech**

An informative speech aims to inform the audience about a given topic. Informative speaking is to teach an audience something using objective factual information. (Dailin, 2017) stated This informative speech may entail providing information about a person, an animal, or an object. Based on of the preceding explanation, one can conclude that the objective of an informative discourse is to impart knowledge to the audience.

#### **c. PIPA model**

The PIPA (Persuasive Informative Presentation Assessment) Model is which uses web-based technology to create a sandwich feedback system, is a public speaking evaluation approach used for persuasive and informative speech. The Assessment model discusses the assessment of public speaking by giving sandwich feedback to improve academic public speaking skills (Rahayu et al., 2022a).

#### **d. English Vaganza**

English Vaganza Competition is a Competition organized by the English study department or what is commonly called ESSA (English Students Section Association) at the University of Pasir Pengaraian. English Vaganza has been practiced for several years at the University of Pasir Pengaraian. Schools in Rokan Hulu widely known English Vaganza. Many students take part in the English Vaganza Competition. Competitions at English Vaganza include debate, ranking 1, speech, storytelling, MC, and Rohul idol.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

The review of related is critical to discuss. The researcher is interested in explaining the theory to make it clear in the informative speech. In this capture, the researcher would like to put the nature of the speech, types of speech, informative speech, and assessing informative speech. This chapter also discusses a review of related findings and conceptual framework.

#### **A. Review of Related Theories**

##### **a. The Nature of Speech**

Speech is human vocal communication using language. Speech is human vocal communication using language. According to Oxford Dictionary (2008), a speech is a formal talk given to an audience. Speech results from the following physiological processes: respiration, phonation, resonance, speech articulation, audition, neurological function, and emotional behavior. Then, Spratt (2005, p. 34) states that speech is used in speaking to express meanings to other people. In short, speech is an utterance or a talk given to an audience, belonging to elements of speaking skill. In delivering a Speech, it has a goal, one of which is an informative speech (Rice, 2017, p. 304) that aims to inform the audience about a given topic. Ratna (2017, p. 66) also add that there is a purpose for delivering a speech: Informative (to inform), Persuasive (to persuade), and Recreative (to entertain). Speech is a speaking activity in public to deliver ideas, thinking information ,and the speaker's intention to audiences directly.

## **b. Types of Speech**

Knowing the topic of the speech will help the speakers to prepare for their speech performance. The speaker has to understand the basic types of speech. Some experts state that speech is divided into some types. The first opinion is stated (Telg, 2011) that speech is divided into three types:

### **1. Informative speech**

An instructive speech is one whose main objective is to define, explain, describe, or demonstrate something. An informative speech aims to provide information fully and simply so the audience will comprehend the content. The life cycle phases of an egg to a chicken, showing how to use a camera, or displaying how to prepare a side dish for dinner are a few examples of educational presentations. How you structure your speech will vary based on whether you are defining, explaining, describing, or demonstrating, as well as your unique aim. Visual aids work effectively in informative demonstration speeches to demonstrate step-by-step processes using actual things.

### **2. Persuasive Speech**

Persuasive speeches reinforce people's beliefs about a subject, alter their beliefs about the subject, or motivate them to act. When speaking persuasively, state directly what is good or negative and why near the beginning of your speech. This is your thesis, which you should introduce early in your speech.

### **3. Speeches for Special Occasions**

(O'Hair et al., 2007) Special occasion speeches are prepared for a specific occasion and for a specific purpose dictated by that occasion. Depending on the

occasion, speeches for special occasions may be informative, persuasive, or both. The speech of introduction and the speech of welcome are two of the most common varieties of speeches for special occasions. The introduction is a brief speech outlining the qualifications of the primary speaker. This speech prepares the audience for the primary speaker by establishing the credibility of the speaker and by making the speaker feel welcome. To compose the introduction speech, collect biographical information about the speaker. Determine one or two pieces of information about the speaker's background or credentials in order to establish rapport with the audience. Typically, the introduction discourse lasts between one and three minutes. A speech of greeting recognizes and greets an individual or group. The greeting speech expresses delight at the person's or group's presence. The objective is to make the individual or group feel welcome and provide information about the organization you represent. Learn something about the individual or group beforehand that you can include in your welcome speech. The typical length of the welcome speech is between three and five minutes.

Based on the explanation above, speech is divided into three types: informative speech, persuasive speech and speech occasions. Each of that speeches has different characteristics.

Meanwhile, O'Hair, Rubenstein and Stewart (O'Hair et al., 2007) state four kinds of speeches.

1. Informative speech provides new information, insights, or ways of thinking about a topic. The general purpose of an informative speech is to increase the audience's understanding and awareness of a topic.

2. Persuasive speech is a speech whose goal is to influence the attitudes, beliefs, values, or acts of others.

3. Special occasion speech, also called a ceremonial speech, is prepared for a specific occasion and a purpose dictated by that occasion.

4. Inspirational speech entails that the objective of an inspirational speech is to encourage the audience to grow on a personal, emotional, professional, or spiritual level. The motivational speaker emphasizes emotional appeal over logical appeal. The speaker is endeavoring to connect with the feelings of each individual listener. The speaker explains why and how the situation has changed and why their current emotions, fears, or objectives may be insufficient or counterproductive. Inspiring speakers motivate the audience, encourage them to perform at a higher level, and outline the benefits they can anticipate if they do. In addition (Gareis, 2006) gives some types of speeches as follows:

1. Narrative Speeches

A narrative discourse is one in which a story is told. While there are numerous methods to tell a story, they typically consist of five parts. Informative Speeches

2. Informative speeches

Informative speeches are speeches that aim to educate the audience. Speakers act as teachers and provide new knowledge and ideas. Topics can include people (e.g., Jimi Hendrix, the Ainu people in Japan), places (e.g., India, the Bermuda triangle), objects (e.g., chopsticks, a sculpture by Rodin), events (e.g., folk festivals, space missions), concepts (e.g., intelligence, alternative medicine), and issues (e.g., assisted suicide, industrial pollution).

### 3. Persuasive Speeches

A persuasive speech is a speech that has the goal of convincing the audience.

Persuasive speeches can be centred around claims of fact (e.g., "the earth is in danger of being destroyed by meteors"), claims of values (e.g., "factory farming is immoral"), and claims of policy (e.g., "we should adopt a flat rate tax system").

### 4. Speaking on Special Occasions

Some occasions call for short speeches. Here are some guidelines.

#### **c. Informative Speech**

##### **1. Definition of Informative Speech**

An informative speech provides information and is intended to educate the audience. It helps the audience learn, understand, and remember your presentation information. According to the informative speech definition, "it is a type of speech intended to educate the audience about a specific topic." It explains a subject, an idea, or a concept through the use of visual aids" The primary objective of an informative speech is to inform the audience about a topic about which they know nothing.

These speeches must contain data and figures that support the argument. These facts and figures have been compiled from credible sources to bolster the topic's credibility. Public speaking that attempts to provide information is known as informative public speaking. As a consequence, there are numerous types of informative speeches. The most common varieties of informative discourse are definitional, descriptive, explanatory, and demonstrative speeches. An instructive

speech is one in which the speaker attempts to educate the audience about a specific issue. A speech that provides knowledge about a person, an animal, or an object is known as an informative speech (Dailin, 2017). An informative speech aims to teach the audience something through objective facts. According to the Definition above, an informative speech is one in which the speaker conveys knowledge to an audience.

Based on the explanation above, the researcher concludes that an informative speech gives information and education to the listener. There are many types of informative speech, such as Definition, descriptive, explanatory, and demonstrative.

## **2. Types of Informative Speech**

An informative speech always provides the audience with information. However, not all informative presentations impart information in the same manner. Definition, demonstration, explanation, and description are the four informative speeches.

### **1. Definition Speech**

A definition speech explains a specific topic's meaning, theory, or philosophy that the audience likely does not know much about. The topics may be general, such as a sport, or highly specific, such as a particular person. The main goal of this speech is to educate the audience so that they understand the main points regarding this subject. A definition speech explains a theory or a concept. When delivering a definition speech, the speaker will try to fill people in on concepts and theories they may not otherwise be familiar with. During the definition speech, many questions are

answered by the listeners. If a listener does not feel that questions are being answered and definitions are being explained, then it is not a definition speech. When delivering a definition speech, you must carefully relate the content of what you are talking about to the audience's needs. If the listener does not feel a definition speech is relevant or essential to their daily lives, and they will not listen. A great speaker will carefully tailor the speech to the audience's needs.

### **1) Explanatory Speech**

An explanatory speech aids in explaining something to the audience. Some explanation speeches will be quite similar to descriptive presentations, but there will be significant variances. Descriptive speech assists people in forming mental images of a person, location, or thing. An explanatory speech will describe how or why something occurred in the manner that it did. Explanatory speeches are commonly used to explain history or culture and how things came to be. Although there will be some descriptive components in this speech, it will not be about establishing a mental image. Explanatory speeches are intended to clear up any misconceptions that listeners may have about a specific subject or issue.

### **2) Demonstration Speech**

The process or "how to" address is the demonstration speech. It aims to instruct the audience on completing a task through a series of steps. Typically, it employs a temporal layout, as each "step" of the process transports the reader through a time sequence. If the subject of your speech is a procedure, your objective should be to assist the audience in comprehending or executing it. In either case, processes consist of a predictable sequence of modifications, phases, or steps. You

will need presentation aids to clarify your meaning to your listeners. One might be useful even when you don't need a presentation aid. For instance, it would be good to display a graph illustrating the difference if your topic is analyzing consumer credit rather than merely providing a comparison between two different interest rates applied to the same initial amount of debt. It's also possible that this is the subject that would best meet the needs of your audience before they get into trouble. You must resist the need to tell your audience that one type of borrowing is good and another is bad since this speech would be informative; instead, you must demonstrate the numerical differences. They're able to draw their conclusions. When talking about a process, organizing your information is key. A process must include distinct and understandable steps at each stage. It is crucial to make it clear that multiple things are happening simultaneously when two or more occur, as they may as Alzheimer's disease develops. As plaque builds up in the brain, for instance, the patient is likely to have a variety of symptoms.

### **3) Description of Speech**

The purpose of descriptive discourse is to describe an object, person, location, or event. The format of discourse can be topical, spatial, temporal, or chronological, depending on its subject matter. A descriptive speech employs numerous descriptive elements to help audiences form mental images. A descriptive discourse will attempt to make the audience visualize a person, location, or object. When composing or delivering a descriptive speech, the speaker must have a firm grasp on the information they wish to impart to the audience. If you are delivering a descriptive speech about a remote island you have visited, you should consider how it makes you

feel as well as how it appears. At the conclusion of your speech, you want the audience to feel as if they have also visited this island. You will use numerous descriptors that also evoke emotions and the senses. There is a vast array of potential topics for descriptive discourse. You can deliver a descriptive discourse about a place, a person, or an object.

### **1. Assessing Informative speech**

According to Pipit Rahayu (2022), Due to the significance of public speaking skills, evaluating students' learning outcomes is also crucial. It remains an integral component of higher education and facilitates students' achievement of course competencies. Importantly, the primary purpose of assessment is to provide evidence that the instruction students receive will increase their knowledge, enhance their behavior, and alter their attitudes toward course content. Thus, assessment enables lecturers to observe the progress students make in attaining learning outcomes (such as presentational competency) over the course of a semester and to determine if they are actually implementing their classroom and educational program objectives. Nevertheless, according to Pearson, Godinho, Tavares, and Glover (2006), a student with prior public speaking training or participation in a speech and debate organization will likely earn a higher grade in the public speaking course. Through training and practice, students appear to become better communicators. Graside (2002) emphasized the significance of teaching pupils communication skills. He states that oral communication skills are necessary for academic and professional success. As the world enters the information age, a variety of disciplines recognize the significance of effective communication skills. The essential factor in assessing

the skills of students is the professors' feedback on the students' strengths and weaknesses during the teaching and learning process.

Feedback is an essential component of formative assessment, as it helps determine what has been accomplished and the next learning objective. According to Utha (2015), feedback is the information provided by the instructor to the pupil regarding the accuracy and improvement of their work. The feedback sandwich method is a well-known technique for providing constructive criticism. It is frequently used in Toastmasters and the business world. It is also known as PIP, which is an acronym for Positive-Improvement-Positive.

According to Owen (2016), Literature indicates that feedback facilitates both the learning process and instructional performance. The context of constructive, systematic feedback included evaluation as a crucial component of instructional decision-making. Furthermore, he stated that being critical is simple and that providing criticism appears to be even simpler. However, constructive criticism or feedback, which is more refined and effective than fretting, nitpicking, and negativity, is comparable to art.

Assessment is a systematic procedure that includes data collection (number, verbal description), analysis, and decision-making based on interpreted data. The method used to evaluate speaking or oral communication skills should adhere to the measurement principles of reliability, validity, and impartiality, depending on the purpose of the evaluation. (Ounis, 2017).

The instrument must be accurate and consistent, represent the abilities that the teacher wishes to measure, and operate in the same way with a wide range of

students. According to the Canadian Association of Second Language Teachers, some forms of the test are interviews and discussions, which was suitable for senior high school.

As a means of ensuring that the writer understood what she was evaluating, she devised a scoring rubric for the students' speaking that included fluency, vocabulary, structure, comprehensibility, and auditory comprehension. In addition to the aforementioned statement, Penny stated that when assessing learners' oral proficiency, instructors may simply interview them and evaluate their responses, or use other methods such as group discussion between students. To determine whether students' speaking skills have improved following treatment with problem sticks, their speaking ability will be measured using an adaptation of the PIPA model's speaking measurement. Organization, Supporting Material, Content (Informative), Articulation, Nonverbal Communication, and Visual Aid are the six components of the PIPA model.

## **2. PIPA model**

Assessment plays a central role in student learning. This is particularly true for distance learning. In a distance learning context, assessment can motivate or pace learners to study, provide feedback on their performance and progress, increase learner-tutor interactions, and ultimately help maintain academic standards and quality. As Internet access is increasingly available in recent years, web-based assessment has become a hot research area. A simple Google search for web-based, online, or Internet-based assessment results in hundreds of research reports in this area.

The development of web-based assessment results in good assessment instruments and benefits lecturers and students. For example, it can determine the level of students' achievement in learning actual information. Web-based assessment should fit in with and help achieve the course aims. Web-based gives a chance to open the interaction between lecturers and students. It is an effort that should be made to motivate students to follow the learning process.

Web-based performance assessment is an appropriate assessment technique for the skill aspect. In this case, a web-based performance assessment is conducted to obtain data on students' ability to finish tasks related to lecturing material. Web-based performance assessment requires students to demonstrate their knowledge, understanding, and skill. Demonstration of knowledge, understanding, and skills students will appear when the experimental method is applied in the lecture. Therefore, the experimental method is suitable for web-based performance assessment, and both are necessary for integrated science lectures.

The development of web-based performance assessment results in good assessment instruments and benefits lecturers and students. For example, it can determine the level of students' achievement in learning actual information. Therefore, research on developing Web-Based Performance Assessments needs to be conducted.

PIPA (Persuasive Informative Presentation Assessment) Model is a web-based technology-based public speaking assessment technique for persuasive and informative speech that uses a sandwich feedback method. The Assessment model discusses the assessment of public speaking by giving sandwich feedback to improve

the academic public speaking skills of the students (Rahayu et al., 2022a). The PIPA model assessment aims to measure the student's public speaking skills with a particular rubric designed for persuasive and informative speech. Commonly, lecturers only used general public speaking assessments for many kinds of speech. They check the current status of their students' language ability, through which they can know what the students know and do not know. Practically, the diagram of the PIPA Model is used as a model that can be given to the student's public speaking presentations to improve skills and understand the strength and weaknesses in each performance of the students.

The PIPA Model is, therefore effective at enhancing students' public speaking skills. The evaluation, according to the team of experts, demonstrated that the PIPA Model development was valid. In addition, both instructors and students concurred that the PIPA Model was applicable. Throughout the implementation of the PIPA Model, several issues arose. Nonetheless, the entire PIPA Model development procedure could theoretically be implemented using Web Equal 4.0. The PIPA model is a scoring technique for assessing public speaking, especially informative and persuasive speech. The assessment technique for the PIPA model is to use the sandwich feedback assessment technique, which contains compliments, criticism, and compliment.

## **B. Review of the Related Findings**

First, the researcher conducted by Yoris sri sudarti (2021) entitled “*Informative Speech of English Department Students at Universitas Pasir Pengaraian*”. The

problem of this research was the students get difficulties delivering an informative speech; there was a lack of practice and lack of understanding in informative speech. The purpose of this research was to determine the students' speaking skills in an informative speech of the third-semester students of the English study program at the university of pasir pengaraian. This research used descriptive quantitative research design.

Second, Pipit Rahayu(2022) entitled “*Students’ Public Speaking Assessment for Informative Speech*”. Public speaking is regarded as a crucial ability for university students. Public speaking involves a speaker delivering a speech to persuade, inform, or amuse an audience. The purpose of this study was to determine the extent of students' public speaking skills, particularly for persuasive and informative speeches. This was descriptive quantitative research. Students public speaking examinations of 58 English students at the English Department of the University of Pasir Pengaraian were analyzed and qualitatively described. A greater proportion of the samples reported a significant number in categories indicating a high level of public speaking skills, according to the findings. In addition, the highest scores for students' public speaking abilities were in vocabulary and comprehension. In addition, it was found that students could progressively express their thoughts and opinions more fluidly in informative speeches than in persuasive ones.

Third, Dailin (Dailin, 2017) entitled “*Improving Students’ Speaking Ability In Giving Informative Speech By Using Visual Aids*”. This study aims to improve students' ability to deliver informative speeches during public speaking lessons in the sixth semester of the English study program at IAIN Bengkulu. The research

approach used was classroom action research consisting of three cycles. The respondents for this study were students enrolled in the public speaking class in the sixth semester of IAIN Bengkulu's English study program. There were 21 students in total. The results showed that the students were able to reduce the barriers associated with delivering an informative speech. This suggests that the use of visual aids can help students to deliver more informative speeches.

Fourth, Rahimboeva Hulkar Gayratovna (2021) entitled “*Assessment For Speaking Skill*”. Speaking is an important part of communication. A crucial topic for discussion among teachers is how to assess learners’ speaking progress during courses. The following article describes effective methods of evaluating spoken performance. The focus of the given paper is a method on how to develop an assessment for speaking. Moreover, it gives detailed information about five basic speaking criteria: intensive, extensive, interactive, and imitative.

Fifth, Feni Almeida Choiria (2017) entitled “*Students’ Impromptu Speech At English Vaganza Competition Organized By University Of Pasir Pengaraian*”. The objective of the Students' Impromptu Speech at the University of Pasir Pengaraian's English Vaganza Competition. This investigation was quantitatively descriptive. This study's sample consisted of 19 pupils who entered the Competition. Data was extracted from a video. The data analysis revealed some indicators of impromptu speech, including content and delivery. According to the results of the Students' Impromptu Speech Competition at the English Vaganza, the percentage was 2.3%.

Sixth, Pipit Rahayu (Rahayu et al., 2022a) entitled “*The Effectiveness Of Public Speaking Assessment Model With Sandwich Feedback Method Through Web-*

*Based Technology*". This study aimed to ascertain the efficacy of the PIPA Model in the form of a Speaking Test for fourth-semester English Department students at the University of Pasir Pengaraian. This study's methodology includes two groups: the experimental group and the control group. This study's participants were fourth-semester English Department students at Pasir Pengaraian University. Total sampling was used to obtain the sample. So, the total sample size for this study was twenty-four students, with 13 participants in the experimental group and 11 participants in the control group.

Based on previous research, many researchers used informative speech strategies and Assessing informative speech. Here, the research focused on how to assess student informative speech. The sample of this research was a contestant from the English vaganza. The reason was conducted because speaking is very interesting to assess, especially in informative speech. Therefore, attempted to develop assessment rubrics for informative speeches so that the students could deliver as informative speech as possible.

### C. Conceptual Framework

The conceptual framework is the concept the researcher uses in the planned research. A conceptual framework is an analytical tool with several variations and contexts. It uses to make conceptual distinctions and organize ideas.

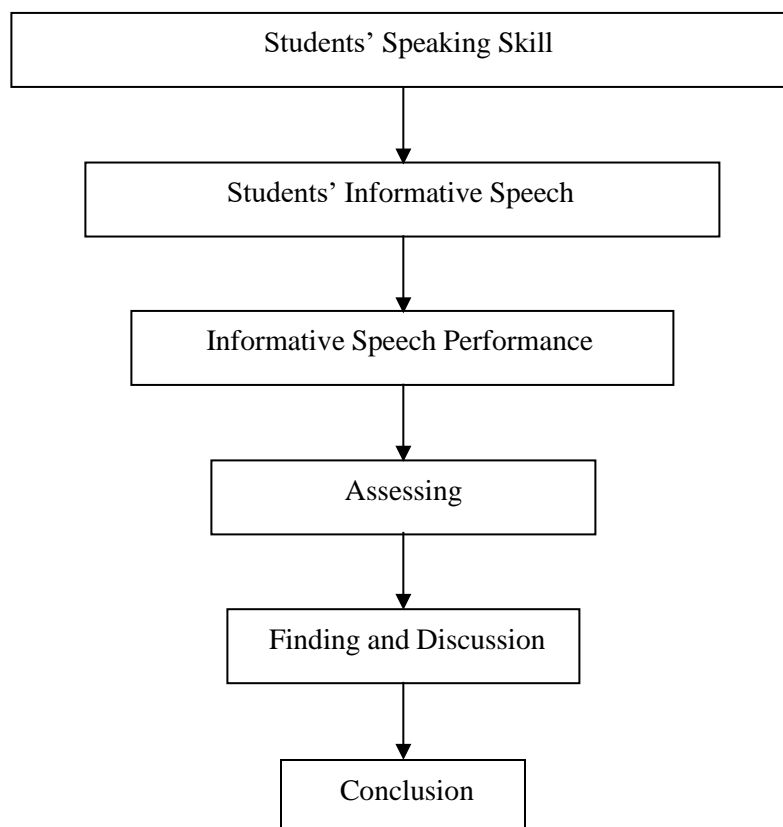


Figure 1. Conceptual Framework

Speaking is the main skill for the students of the English vaganza Competition. Speech is one of the skills that students must master. One of the speeches is an informative speech at the English Vaganza Competition. In delivering a speech, students still have easy because the students have trained with the teacher. Therefore this research will assess the participant's appearance. The instrument of this research

is a speaking test informative speech. Then students' informative speech has assessed by the scoring rubric. The scoring rubric lets the students know their performance in informative speech. From the assessing, it found the findings and discussion in students. Then, from the assessment, it found the conclusion of the research.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the research methodology. It consisted of the research design, setting of the research, population and sample, instrument of the research, procedure of the research, procedure of the research, the technique of collecting the data, and technique of analyzing the data.

#### **A. Research Design**

The researcher devised a descriptive method, as described by Eripuddin (2017), which enables the researcher to describe a phenomenon by presenting the facts in rich detail without attempting to interpret them. The purpose of descriptive research is to describe a social phenomenon, circumstance, or event in the field.

Descriptive research also refers to a type of research that collects basic data in a descriptive manner with no intention of identifying or describing the interrelationships between the variables under study, conducting hypothesis testing based on the initial hypothesis compiled, or describing and determining the meaning and implications. However, research designed to discover these items may also employ descriptive methods.

#### **B. The Setting of the Research**

The research was conducted at the University of Pasir Pengaraian, located at Tuanku Tambusai street, Kumu Rambah Hilir, Rokan Hulu, Riau. The object of the research is the students' English vaganza Competition.

### **C. Population and Sample**

#### **a. Population**

A researcher needed to define the population carefully before collecting the sample, including a description of the member to be included.

According to the research method book by Sugiyono (2013), Objects or people having specific features and attributes chosen by researchers to be researched and from which conclusions are drawn make up the population. In this research, the population is all Students' informative speeches at the English Vaganza Competition. Nine students took part in the speech Competition at English Vaganza.

#### **b. Sample**

According to Sugiyono (2012), total sampling is a technique to determine the sample if all the population was used as the sample.

### **D. Instrument of the Research**

The instrument of this research was an informative speech Competition at English Vaganza. The Competition was given to the students to deliver in informative speech. Then, students' informative speech Competition at English Vaganza was assessed by scoring an informative speech rubric. The scoring was taken from PIPA Assessment Model.

Instruments are research facilities (in the form of tests, etc.) to collect data as processing materials. So the research instrument is a set of tools used in collecting data in the research process. Research instruments are closely related to the methods used in research. In this study, form a speech in which the event committee had given

the theme.

### **E. The Technique of Collecting the Data**

Collecting the data is how to get the correct information relevant to what is happening. Such as, widow Yoko (2012) states collecting data in the research is intended to get the data, explanation, facts, and accurate information. So collecting the data is how to get the correct information.

The Competition of this study was conducted at the University of Pasir Pengaraian among students of English vaganza Competition. Some steps carried out in this method:

1. Before the Competition, the students do a technical meeting held by the Competition committee.
2. The students prepared the performance.
3. After that, students delivered an informative speech
4. The researcher recorder the videos from the students.
5. Then, the researcher conducted an assessment using the PIPA model.
6. After that, the researcher manages the scores that have been obtained.

### **F. The Technique of Analyzing the Data**

After collecting data, the researcher analyzed the data. The researcher filled out the scoring rubric, which contained some criteria based on the theoretical scoring rubric by PIPA Assessment Model. The steps in the technique of analyzing data are as follows:

1. Processing data and preparing data for analysis
2. Read all data
3. Enter the data into the web PIPA assessment model
4. Describe the data
5. Give a conclusion from the data

The data was analyzed by using the following criteria:

## The Rubric of the PIPA Assessment Model

### (PERSUASIVE INFORMATIVE PRESENTATION ASSESSMENT)

#### Assessment Criteria

The student Standard	Advanced 4	Proficient 3	Basic 2	Minimal 1	Deficient 0
Organization	Topic engages audiences; the issue is worthwhile, timely, and presents new information to the audience.	The topic is appropriate to the audience and situation and provides some helpful information to the audience.	The topic is untimely or lacks originality; it provides can't new information to an audience.	The topic is too trivial, too complex, or inappropriate audience; the issue is not suitable for the situation.	A single topic cannot be deduced
Research/Data/Supporting Material	All key points are well supported with a variety of credible materials (e.g., facts, stats, quotes, etc.);	The main topics were reinforced with appropriate material; sources correspond suitably to	Points were generally supported using an adequate mix of materials; some evidence supports the thesis;	Some issues were generally not supported a greater quantity/quality of material needed; some sources of very	Supporting materials are non Existent or are not cited

	Sources provide excellent support for the thesis; all references are cited	thesis; nearly all sources cited	sources citations need to be clarified	poor quality	
Content (Informative)	Very well organized; Define/Describe/Explain/Demonstrate the subject matter of informative speech very clearly, provides better knowledge, shape the perceptions, helping the listener to understand the	Good in organized; Define/describe/explain/demonstrate the subject matter of informative speech at a reasonable level, provides good knowledge, shapes the perceptions, helps the listener to understand the	Average in organized; define/describe/explain/demonstrate the subject matter of informative speech in level, provides intermediate knowledge, shape, the perceptions, helping the listener to understand the variety of	Fair in organized; define/describe/explain/demonstrate the subject matter of informative speech at a fair level, provides fair knowledge, shape, the perceptions, helping, the listener to understand the	Poor in organized; define/describe/explain/demonstrate the subject matter of informative speech at a poor level, provides poor knowledge, shapes the perceptions helping the listener to understand the variety of

	variety	variety of alternative points, enhance the ability to survive and evolve in good level	the alternative point is the ability to survive and develop at an average level	variety of alternative points, ability to survive and evolve in the average level	the alternative point is a lack of level in the ability to survive and evolve
Articulation	Language is exceptionally clear, imaginative, and vivid; completely free from bias, grammar errors, and inappropriate usage	Language appropriate to the goals of the presentation; no conspicuous errors in grammar; no evidence of bias	adequate; some errors in grammar; language at times misused (e.g., jargon, slang, awkward structure)	Grammar and syntax need to be improved, as can the level of language sophistication; occasionally biased	Many errors in grammar and syntax; extensive use of jargon, slang, sexist/racist terms, or mispronunciations
Nonverbal	Posture, gestures, facial expression, and eye contact well developed,	Postures, gestures, and facial expressions are suitable for speech,	Some reliance on notes but has adequate eye contact, generally, avoids	Speaker relies heavily on notes; nonverbal expressions stiff and unnatural	Usually looks down and avoids eye contact; nervous gestures and

	natural, and display high levels of poise and confidence	speaker appears confident	distracting mannerisms		nonverbal behaviors distract from or contradict the message
Visual aid	Exceptional explanation and presentation of visual aids, visual provide powerful insight into speech topic; visual aids of high professional quality	Visual aids well presented; use of visual aids enhances understanding; visual aids good quality	Visual aids were generally displayed and explained; minor errors were present in visuals.	The speaker did not seem well practiced with visuals; visuals not fully explained; the quality of visuals needs improvement.	Use of the visual aids distracted from the speech; visual aids not relevant; visual aids poor professional quality

### Range of Student's Score

No	Range	Category
1	81-100	Advanced
2	61-80	Proficient
3	41-60	Basic
4	21-40	Minimal
5	0-20	Deficient