CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the research. Situation this chapter explains more profoundly and with more focus to make it easy for the reader to understand how to fix the research. It consists of the background of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research, and definition of the key terms.

A. Background of the Research

Speaking is one of the basic language skills that students must master; speaking is students' skill to communicate spoken language interpersonally, select the best expression that relates to the context of spoken language, and be able to show feelings and ideas (Niati et al., 2014). According to Rosdalina, Rahayu, and Eripuddin (2015), speaking is the process of someone sharing their thoughts or information. Meanwhile, speaking is defined as a delivery process of language that consists of pronunciation, listening, and grammar skills to express and respond to information.

In speaking ability, speech is a style often used from the past until now. There are some kinds of speech, and one of them is persuasive speech. According to Rahayu, Rozimela, and Jufrizal (2022), a compelling speech is the speaker's competence to influence the audience's mindset, and the audiences feel stand up in the speaker's position. It means that there is a combination of opinions of speakers and audiences on the same concept or fact.

The analysis of persuasive speech skills is a relevant and significant issue since apparent speech ability plays a crucial role in many sectors of life, including industry, politics, and everyday life. According to Suryana (2019), successful persons in business, politics, and other social contexts can influence others through words, attitudes, and conduct targeted at others. The person's talent and intelligence in maximizing participation with others cannot be divorced from their success or failure.

In addition, in the digital and social media age, persuasive speech skills are becoming essential when individuals can readily influence others with their ideas. Individuals who can detect and create clear strategies can also better interpret the messages they get from diverse sources. According to Suranto (2005), "In these persuasive activities, a person or group of people who are persuaded are expected to change their attitudes voluntarily and with pleasure following the messages they receive."

The analysis of students' persuasive speech abilities in videos to promote English education study programs using the Pipa model assessment rubric was inspired by the need to effectively develop students' persuasive speaking skills in promotional videos for English education study programs.

Persuasive speech skills are required in many sectors, including business, politics, education, etc. Students must acquire this skill to explain their study program in a way that attracts and convinces prospective students in the field of education, especially in the English Study Program of Universitas Pasir Pengaraian.

The Pipa model evaluation rubric was utilized in this research to measure students' persuasive speech abilities. Organization, Supporting Materials, Content (Persuasive/Informative), Articulation, Nonverbal Communication, and Visual Aid are all evaluation dimensions in this theoretical framework. The organization is the arrangement of pupils in conveying the topic and presenting information to the audience. All resources that support the speech with a range of trustworthy materials, such as sources, facts, quotes, and so on, are considered supporting materials. Persuasive points are included in the content. The language employed by the speaker is included in articulation. Posture, gestures, and facial emotions are all examples of nonverbal communication. The term "visual aids" refers to all the aids the speaker uses during the presentation. This paradigm also serves as a new evaluation methodology or rubric for Universitas Pasir Pengaraian, particularly in the English study program.

The research assesses how students may improve their persuasive speech skills while promoting the English education study program. This research is fundamental to do because it can add insight and knowledge about the problem under research, this research is a form and a real contribution to the development of science in the context of organizing an effective learning process that emphasizes active student participation and the findings of this research can assist educational institutions in improving and enhancing teaching and learning in the classroom, as well as improve students' capacity to speak persuasively.

B. Limitations of the Research

In this research, the researcher focused on public speaking have been analyzed, an incredibly persuasive speech on video promotion. The researcher would describe the analysis of persuasive speech skills in the video promotion company profile of the English Study Program at Universitas Pasir Pengaraian, especially in the fourth semester

C. The Formulation of the Research

In this research, based on the limitation of the research, the formulation of the research was as in the following questions "How were students' persuasive speech skills on the video promotion research of the English Study Program at Universitas Pasir Pengaraian?"

D. The Purpose of the Research

This research aims to determine students' persuasive speech skills in the video promotion of the English Study Program of Universitas Pasir Pengaraian , especially in the fourth semester.

E. The Significance of the Research

There was some importance to this research; the significance of this research is as follows:

1. For the students: Students have known to speak very well in persuasive speaking and to increase their performance in presenting and promoting video

2. For the lecturer: To inform English lecturers concerned about students' success in presenting an English promotion video.

3. For researchers: By conducting research, researchers know how students' skills in presenting English promotion videos.

4. For English Study Program in Pasir Pengaraian University: To promote the English Study Program, especially at Pasir Pengaraian University English Study Program, to attract new students.

F. The Definition of the Key Terms

To make this study easier to understand and to avoid misunderstanding, the researcher defined the term used in this study as follows:

1. **Persuasive Speech**

According to Osborn, M., & Osborn (2008), persuasion is defined this way "the art of convincing others to agree to a point of view." According to Perloff (2017), persuasion is a symbolic process in which communicators try to convince other people to change their attitudes or behavior regarding an issue by transmitting a message in an atmosphere of free choice. In this research, A persuasive speech offers material to persuade and convince the audience to participate in the English Study Program at Universitas Pasir Pengaraian.

2. **Video Promotion**

According to S. Degey, T. Setiawan, and A. Tumimomor (2016) Promotional video is a series where the media has images and sound and is easy to deliver, making it a good choice for promotional activities. Video Promotion in

this research is a video uploaded by fourth-semester English education study program students to promote study programs with persuasive skills.

3. **PIPA Model**

According to Rahayu & Rozimela (2022), The PIPA (Persuasive Informative Presentation Assessment) Model is a public speaking evaluation model for persuasive and informative speeches that uses a sandwich feedback technique delivered via web-based technology. In this research, PIPA Model is The media used by the researcher to help evaluate the student's abilities in the promotional videos shown by the students.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature that was researched. The theoretical framework was critical to discuss; the researcher was interested in explaining this chapter to make it clear and understood by the reader. This chapter consisted of a review of related theories, a review of related findings, and a discussion of the conceptual framework.

A. Review of Related Theories

a. The Nature of Speech

According to Loss (2013), speech is a verbal communication method. Speech is made up of sounds (phonemes) unique to each language. There are speech components that improve the meaning of messages. According to Hornby, Albert Sydney, Ashby, Michael and Wehmeier (2005), a speech is a formal talk given to an audience. According to Yuza (2019), speech means the way someone speaks in a formal situation to an audience. In learning English, students use two forms of speaking: formal and nonformal speech. When speaking in formal conditions, students need to be concerned about their speech based on speaking elements, not only speaking randomly to get the audience's attention but also delivering the speech correctly.

According to the definition of speech, a speech is an act of speaking to increase the message. Furthermore, a speech is a statement with the proper arrangement to be transmitted to many individuals.

b. Types of Speech

There are different types of speeches because we will talk differently depending on the effect we want to achieve. In other words, it depends on who our audience is and what goals we want to achieve with our speech.

According to Ricky Telg and Linda Perry (2015), speeches are divided into the following categories, as follows:

a. Informative Speech

The purpose of speech is to define, explain, describe, or demonstrate that it is an informative speech. An informative speech aims to provide information thoroughly and clearly so the audience can understand the message. According to (Carol, 2009), as the word "informative" implies, an informative speech "informs" those previously by providing them with information. Therefore, the speaker is a teacher whose purpose is to educate the audience on a subject; that subject may be an object, an event, a concept, or a process.

b. Persuasive Speech

Persuasive speeches are provided to strengthen the views of individuals about a subject, alter their views about a subject, or push them to behave. In short, persuasive speeches must face the complex challenge of influencing or strengthening people's beliefs, attitudes, values, or actions, all characteristics that may seem natural, ingrained, or unchangeable to an audience. Because of this, by presenting reasoned arguments, rhetors (or speakers) must motivate their audiences to believe or act differently. Persuasive speeches have two functions.

c. Inaugural Speeches

Inaugural Speeches convince some persuasive speeches to attempt to try to influence or reinforce particular beliefs, attitudes, or values. Those speeches have been called to convince the speaker seeks to reach an agreement on a specific subject. For illustration, a climate scientist who believes global warming causes human behavior may try to convince government officials to accept this belief. Lastly, speeches to act on other occasions, persuasive speeches try to affect or strengthen behavior. Speeches to act are intended to motivate specific behaviors.

d. Speeches for Special Occasions

The speech of introductory speech is a brief speech that offers the qualifications of the main speaker. This speech prepares the audience for the guest speaker by creating credibility and helping the speaker feel welcome. According to O'Hair, D., Rubenstein, H., & Stewart, R.(2007), Speeches on special occasions shall be prepared for a specific occasion and a specific purpose determined by the occasion. The welcome speech typically lasts between three and five minutes. There are a lot of special occasions in life, such as birthdays, birthdays, graduations, weddings, bar mitzvahs, baptisms, awards, retirement dinners, and funerals.

Based on the definition, it concluded that an informative speech is a speech to provide information thoroughly, quite merely so that the viewer can understand the message. Persuasive speech influences or reinforces people's beliefs, values, attitudes, or actions to the audience. Moreover, the last speeches for a special occasion are exceptional opportunities prepared for a specific occasion and a specific purpose determined by the occasion.

c. Persuasive Speech

1. Definition of Persuasive Speech

According to Rahayu, Rozimela, and Jufrizal (2022), persuasive speech is the speaker's competence to influence the audience's mindset and the audience feels stand up in the speaker's position. It means that there is a combination of opinions of speakers and audiences on the same concept or fact.

According to Alkhirbash (2014), persuasion is understood as the speaker's attempts to influence his audience, and it can be achieved through honesty, transparency, respect, appreciation, and activation but not through deception. It means that persuasion is defined as the speaker's attempts to influence the audience he is speaking to, and it may be accomplished by honesty, transparency, respect, admiration, and being activated, but not dishonesty.

Persuasion is a symbolic process in which communicators try to convince other people to change their attitudes or behavior regarding an issue by transmitting a message in an atmosphere of free choice (Perloff, 2017). For example defines persuasion as "an activity or a process in which a communicator attempts to induce a change in the belief, attitude, or behavior of another person or group of persons through the transmission of a message in a context in which the persuadee has some degree of free choice." According to S.Degey, T.Setiawan, A.Tumimomor (2016)

Based on the explanation above, the researcher concludes that persuasive speech is an activity, a process, and how to persuade others, change people's beliefs, and agree with our statement.

2. Aspects in Persuasive Speech

Some aspects are discussed in persuasive speech.

When people intend to speak in public, there are some elements they should consider. The aspect of public speaking is listed below. (Web Team 2007):

a. Audience

Speakers communicate differently to different audiences. To take a simple example, people tell their grandmothers about their new —significant other in another way than they tell their best friend. Similarly, people speak about trees differently with their high school biology teacher than their younger siblings; speakers often need to argue about public policy differently with Republicans than with Democrats. Two main questions guide audience adaptation in a speaking situation: Who are they? What qualities about them are relevant? Who are they? Distinguishing general from specific audiences is useful. A broad audience is everyone who will hear the speech or read the paper. On the other hand, a particular audience is that subset of the general audience whom the speaker particularly wants to reach or to reach differently than the rest of the group.

For instance, in an audience with varying degrees of knowledge on a subject, a speaker might want to pitch their comments primarily to non-experts (while only saying something that a specialist would find objectionable). In the classroom, students may speak to the entire group but make a special effort to address the professor's expectations. What qualities about them are relevant? Audiences vary in values, knowledge, style of communication, and intellectual capacity—among other qualities. Depending on the topic and purpose, effectiveness could be influenced by whether the audience is young or old, rich or

poor, female or male, highly religious or less believing, college graduates or high school dropouts, ethnic minorities, or majorities.

In addition, audiences carry different expectations to a speaking occasion: some want to be there, others do not; some want to be entertained, others are looking to be informed; some are open to being persuaded, while others are unlikely to change their minds anytime soon; some expect a highly polished presentation with sophisticated visual aids while others are looking for less formal comments. All of these expectations help shape a speaking situation.

b. Occasion

Unlike much written communication, public speaking occurs at a specific time and place. Concerning time, the speech can be affected by events that have very recently occurred (e.g., the morning's news may be fresh in your audience's mind); by the time of day (8:00 A.M. lectures are different from 10:00 A.M. lectures); and by the fact that it comes after or before other speeches. Place matters, too--different-sized rooms make a difference for visual aids and intimacy. There is also a reason that the speech is happening, the occasion for which the audience has gathered. Are you speaking at a wedding or a funeral? An academic lecture series or a public meeting of concerned citizens? A mandatory assignment for first-year communication students? Each of these occasions has different norms for speaking, calling for speakers to operate in different modes--from formal to informal, from light to heavy, humorous to severe, and conversational to highly practiced.

c. Purpose

Speakers hope to accomplish general and specific purposes when they communicate. For most speaking in college and beyond, there are two general purposes: to inform or to persuade. When a speaker seeks to inform, they want the audience to leave the speech knowing more than they knew beforehand. Speakers may want to explain an idea or process, share new information, or show how to do something. When a speaker aims to persuade an audience, they want them to adopt a new position or belief, change their minds, or move to action.

As for understanding effective communication in a communication process in general and persuasive communication. The following are the elements of persuasive communication in the book (Soemirat, Soleh; Suryana, 2008):

a. Persuader

Persuaders are people or groups of people who convey messages to influence the attitudes, opinions, and behavior of others, both verbally and nonverbally.

b. Persuadee

Persuadee is a person or group to whom the message is conveyed/channeled by the communicator/persuader verbally and nonverbally.

c. Perception

The perception of the persuadee towards the persuader and the message conveyed will determine whether or not persuasive communication is effective. Perception is influenced by factors of experience, learning process, horizon, and one's knowledge.

d. Persuasive Messages

According to Littlejohn, quoted by Ritongah in his book (Ritonga et al. R ; Masri et al., 2005), persuasive messages are seen as a conscious effort to change thoughts and actions with motives toward predetermined goals. The meaning of manipulating is not to reduce or add facts according to the context but in the sense of utilizing facts related to the motives of the target audience. So that they are moved to follow the intent of the message conveyed.

e. Persuasive Channels

Channels are intermediaries through which a persuadee returns a message from the initial source to the final destination. Persuaders use channels to communicate with various people, formally or informally, face-to-face, or in the media.

f. Feedback

Feedback is the answer or reaction from the communicant or the message itself, divided into internal and external. Internal feedback is the reaction of the communicator to the message delivered as correction material for the message that has been expressed or said. External feedback is a reaction by the communicant because the message the communicator has conveyed in response to the voiced response is understood or does not follow his wishes or expectations.

While the effect is the change that occurs in the communicant due to receiving the message through the communication process, changes can be in the form of attitudes, opinions, views, and behavior. In persuasive communication, the occurrence of changes in aspects of attitude, behavior, and argument on the

persuadee is the primary goal. This is the main point of persuasive communication that distinguishes it from communication in general.

These are ethos, pathos, and logos (Kennedy, 1991). Although these three forms of proof are also crucial in other kinds of speaking, they assume special prominence when we engage in persuasion:

a. Ethos

Ethos refers to the perceived personal character of the speaker. We are more likely to believe the words of people whom we trust. We tend to attribute high ethos to people if we perceive that they have integrity, they can be trusted, they have goodwill toward us, they know what they are talking about, they are committed to the topic (show enthusiasm, dynamism)

Listeners will have confidence in the speaker and the speaker's words if they think the speaker cares about their welfare, is trustworthy, has relevant expertise, care about the speaker's topic, and has good character (Stiff, 1994). Conversely, listeners are likely to avoid placing confidence in speakers they think are uninformed, uninvolved with the topic, untrustworthy, manipulative, or otherwise of poor character.

b. Pathos

Pathos refers to emotional reasons for attitudes, beliefs, or actions. Logic is not the only thing that affects what we believe. We are also influenced by our feelings: passions, fears, love, desire, personal values, shame, compassion, and so forth. Emotional proofs address the more subjective reasons for our beliefs in people, ideas, causes, and courses of action.

In preparing a persuasive presentation, develop ways to help listeners understand and feel a certain way about the ideas. Speakers may want them to feel optimistic about what they advocate. The speaker may want them to feel negative about some problem that the speaker is seeking to solve. Speakers may want them to feel outraged about an injustice, compelled to help others, or afraid of a policy or possibility. Feelings such as these add to the persuasive impact of speech.

c. Logos

The third reason for belief is logos, which is rational or logical proof. In persuasive speeches, logical proofs are arguments, reasoning, and evidence to support claims.

According to (Gareis, 2006), several factors can contribute to a persuasive argument.

1. Convincing evidence

Thomas Harte (B. Harte, 1979) defined evidence as "statements of fact and opinion offered in support of a speaker's claim. James C. Mccroskey broadened the definition by considering evidence to be "Factual statements originating from a source other than the speaker, objects not created by the speaker, and opinions of persons other than the speaker that are offered in support of the speaker's claim"(Mccroskey, 1969). The evidence of persuasive speech are facts, statistics, testimony, etc.

2. Sound reasoning (e.g., analogies, examples, narratives)

According to L. Briggs, Dustin , and Proszek (2015), reasoning allows audiences to process information and translate it into a helpful conclusion. As persuasive speakers, a significant part of our task in constructing speeches is to

help our audiences follow our reasoning for our findings. Reasoning can be considered the vehicle that moves a listener along the road of evidence from a status quo to a new perspective. Here are several different methods of reasoning used to persuade. These include inductive reasoning, analogical reasoning, and causal reasoning.

3. Appeals to emotion (e.g., sympathy, guilt, revulsion)

An emotional appeal is directed to sway an audience member's emotions and manipulates the recipient's emotions rather than valid logic to win an argument. An emotional appeal uses emotions as the basis of an argument's position without factual evidence that logically supports the significant ideas endorsed by the presenter. In an emotional appeal, persuasive language is used to develop the foundation of an appeal to emotion-based arguments instead of facts. Therefore, the validity of the premises that establish such an argument is not verifiable.

4. The promise of needs fulfillment

The promise of needs fulfillment referred to here is the speaker's condition of physical security, well-being, adventure, etc. This can arouse the audience's enthusiasm, which is crucial when delivering a persuasive speech.

5. Positive speaker characteristics

A positive aura can produce a positive result; the character of a good speaker will influence the audience when speaking. The positive speaker's character can be seen from the dynamism, good character, and goodwill.

Often, persuasive speeches follow patterns slightly different from regular organizational designs. Here are some examples (Gareis, 2006):

1. Problem-solution pattern (= describing a problem and offering solutions)

2. Comparison-contrast (= showing the advantages of one's proposal vis-àvis opposing views)

3. Negative method pattern (= focus on the shortcomings of other proposals)

4. Motivated sequence (= five steps: arousing attention, demonstrating a need, satisfying the requirement, picturing the results, calling for action)

In a persuasive speech, essential elements must be considered in delivering an excellent persuasive speech. Dr.Pipit Rahayu, M.Pd (Rahayu & Rozimela, 2022) says that there are six indicators for assessing students' persuasive speech performance:

1. Organization

In persuasive speech performance, organization is the crucial thing. The organization in assessing students' persuasive speech includes students' arrangement in delivering the topic and presenting the information to the audience. There are the topic, Introduction, and purpose.

2. Research/data (Supporting Material)

In persuasive speech, speakers have to use something to support their speech. Supporting material for assessing persuasive speech involves all points that support the speech with various credible materials such as sources, facts, quotes, etc.

3. Content

The content consists of Persuasive points, includes the topic and descriptions accordingly, is deep, easy to understand, and the information

submitted is complete. It is often found that the speaker needs to be more fluent in delivering material. It will impact audiences in understanding the speech content.

4. Articulation (Pronunciation and grammar)

Articulation includes the languages used by the speaker. According to Eripuddin, Kasyulita (2019) stated that learners with good pronunciation in English are more likely to be understood even if they have errors in another place. In contrast, learners whose accent is difficult to understand will not be understood even if their grammar is good.

5. Non Verbal communication (Posture, Gesture, Facial Expression, Eyecontact)

Nonverbal communication deals with Posture, Gesture, and facial expression. Posture, gesture, and facial expression are involved when the speaker's motion limb support talk expression according to that information be delivered. That can support speech effectively. This can carry good communication.

6. Visual Aid (Presentation Aids, Artifacts, Posters, Powerpoint)

Visual aid means all aids used by a speaker in the presentation. Visual aids are the supporting tools in delivering speech. An excellent persuasive speaker not only has the speaking ability but also has to have the ability to use visual aids. It has many benefits, such as making a speech more interesting.

d. Video Promotion

1. Definition of Video Promotion

According to Marcel Kevin (2021), Advertisements are made to disseminate brief information to the general public. Information briefly to the

public in general, while the promotional video has the same understanding as an advertisement but tends to have a longer duration than advertisements because promotional videos provide more detailed information about the object you want to promote.

A promotional video is a form of audio-visual presentation of information that is key to a brand or to share information about a brand. Visual information becomes critical about a brand or shares information with customers and ends consumers being promoted (Shimp et al. 2003).

A promotional video is a video that is used to promote something. The characteristic of a promotional video is to promote something in more detail with a longer duration than an advertising video because the shooting process for promotional videos must be carried out periodically from the object to be promoted so that the results of the promotional video are more detailed and include all things related to the object.

2. Aspects of Video Promotion

According to Wirawan, Arba Komang, and Darmawan (2020), making a video includes stages of Pre-production, Production, and Post Production. Based on its form, promotional media can be divided into two types, namely print and electronic media. Print media is promotional media created and installed using printing techniques, both with simple and high technology. In its development, print media can be divided into two, namely print and print. Furthermore, electronic media is promotional media whose working process is based on electronic devices. More specifically, electronic media is divided into four types,

namely radio, television, film, and network or internet or interactive media. (Widyatama 2007)

According to Degey, Setiawan, and Tumimomor (2016), Promotional videos are videos used to promote something. The video shows something with a more detailed description and has a longer duration than an advertising video. There are several types of promotional videos, as follows:

1. Company Profile

Video A company profile video is a video that contains a company profile. This video displays the image of a business or company.

2. Video Review

A video review is a video that shows a video review of a product. This video displays the advantages and disadvantages of the product.

3. Video Testimonials

Video testimonials showcase a customer's experience or satisfaction.

According to Tursina (2019), Promotional activities, also known as the promotional mix, traditionally include four elements: (Advertising, sales promotion, publicity, and personal selling. According to Fajar Kusumo (2019), knowledge of shooting technique is to determine how the shot will be made and the impression that arises in it. To distinguish between one shot and another, this shooting technique is divided into two categories, namely, seen from the Angle of Shooting and Image Size.

    a. Shooting Angle

    Some shooting angles include Frog Eye, Low Angle, Eye Level, High Angle, Birds Eye, Slanted, and Over Shoulder.

b. Image Size

Some types of shooting techniques based on image size include Extreme Close Up (ECU), Big Close Up (BCU), Close Up (CU), Medium Close Up (MCU), Medium Shot (MS), Full Shot (FS), Long Shot (LS), One Shot (1S)

According to Ikhsan Tauhid Muharram (2014) (on Fajar Kusumo, 2019), video has multiple extensions, including:

1. Audio video interleave (AVI), the video standard in the Windows environment.

2. Motion overlay video (MOV), a video format developed by Apple that is often used on the Web.

3. Motion picture expert group (MPEG), a video format commonly used in VCD in VCDs.

4. Real Video developed by Real Media. Videos stored in Real Video format have the .rm or .ram extension, often used in online video and Internet TV.

5. Shockwave (Flash) developed by Macromedia, the shockwave format requires an additional component to play.

A picture editor, in doing his job, will always be faced with two things: first, the limited duration of the edited version of the picture and the duration of the editing process which is also limited, namely by the deadline, where the editor's work must be ready to be aired. Some basic editing techniques are (Fajar Kusumo, 2019):

1. Cut

2. Dissolve:

a. Matched Dissolve

b. Frozen Dissolve There are other dissolves, such as additive, cross, dip, black, dip to white, dissolve, and so on.

3. Fade Fade: a. Fade In b. Fade Out

4. Wipe

5. Superimpose

e. PIPA Model

The PIPA (Persuasive Informative Presentation Assessment) Model is the public speaking evaluation model for persuasive and informative speeches created using the sandwich feedback technique and Web-Based Technology. The Assessment model covers public speaking evaluation by providing sandwich comments to better the academic and public speaking skills of Pasir Pengaraian University pupils. It is possible to characterize lecturer comments and assessment effectiveness.

The PIPA model assessment's accomplishment is evaluating the student's public speaking abilities using a specific rubric for persuasive and informative discourse. Teachers typically only used general public speaking evaluation for many types of speeches. They assess the present state of their students' linguistic ability to determine what they know and do not know.

The rubric for this model was created using the Public Speaking Competence Rubric (PSCR) suggested by Lisa Schreiber in 2012 and built with the needs of students, lecturers, and curriculum requirements in mind. This criterion evaluated public speaking skills, specifically persuasive and informative speeches.

The PIPA Model Rubric comprises Structure, Supporting Material, Content (Persuasive/Informative), Articulation, Nonverbal Communication, and Visual Assistance. The organization includes student arrangements for conveying the subject and showing the information to the audience. All points backed by various reliable materials, such as references, statistics, quotations, and so on, are included in the supporting material. Compelling and Informative points are included in the content. Articulation encompasses the dialects used by the speaker. Nonverbal communication is concerned with posture, gesture, and facial expression. All visual aids used by the speaker during a lecture are referred to as visual aids.

The idea behind providing Compliment, Criticsm, and Compliment comments is to give Compliment, Criticsm, and Compliment. Each level serves a distinct purpose in influencing students' public speaking ability. The very first compliment is one of inspiration. The lecturers will provide comments in order to encourage students' success. Criticism is the second procedure. In criticism, the lecturer's comments focused on students' weaknesses in public speaking ability. The final word is praise. The instructors will share the strengths of the student's public speaking performance, and some points the students should work on for the next performance.

Furthermore, the assessment model depicts the interaction of assessment and feedback in public speaking learning. In this situation, the assessment can be carried out in a hybrid session. Lecturers can monitor and control students' activities and assignments and communicate directly with them. This model's output includes examining the strength of performance, complimenting, offering

critique, making recommendations for presentation development, and rounding out the feedback with positive remarks. Furthermore, this PIPA Model illustrates the application of the Sandwich Feedback Model assessment. Reviewing students' learning results is also essential because it is still required in higher education and helps students accomplish course competencies. As a result, assessment allows lecturers to see the steps students take to accomplish learning objectives.

This assessment paradigm does show the purpose of technology. Technology is required for innovative evaluation because it is anticipated to improve the standard of learning and instruction, increase productivity, efficiency, and access, promote good learning attitudes, professional growth, and raise the image of lecturers and universities. This technology will impact all aspects of living, including classroom evaluation. As a result, web technology evaluation is an effective and efficient medium for assisting the assessment process of public speaking abilities.

B. Review of Related Findings

There are some related findings of this research:

1. The first is by Savitri and Ardi (2021) in the article "Analysis of Students' Speaking Ability in Video Project at STKIP Muhammadiyah Muara Bungo." The researcher said that the current advancement of vlogs on YouTube channels has challenged lecturers to use their potential for students' speaking enhancement. This research aimed to investigate students' speaking abilities seen from their video projects. These video projects were vlogs made by the first semester students of the English

language education department academic year 2019/2020 of STKIP Muhammadiyah Muara Bungo as the Basic Spoken English class assignment.

The research used descriptive quantitative research, and 27 vlogs became the data for this research. They were from three different assignments from nine students categorized from three levels of English proficiency (high, average, and low). The first vlog talked about a favorite activity, the second vlog was about the last holiday, and the last vlog used comparative and superlative sentences. Each vlog consisted of nine vlogs. A scoring rubric for speaking proposed by Brown and Abeywickrama was used. The result showed that the students spoke confidently. However, their speaking ability varied; some students improved, while others did not. Based on the data gathered, mastering grammar and vocabulary became the most influencing factors in improving speaking ability. It means that the use of vlogs as the video project assignment is more effective if the students master grammar as well as/and have enough vocabulary related to the topic discussed so that their speaking ability improves.

The equation of this article with the author's research lies in the object of research where researchers use vlog video objects, also both use assessment rubrics to research, but the rubrics used are different theories. At the same time, the difference lies in the research's method, subject, and location.

2. The second is the thesis of Abdurrahman (2019), in his thesis as action research entitled "The Effect of Video-Recorded Speaking Task on

Students' Speaking Skill of Descriptive Text," says that applying video-recorded speaking tasks was effective in improving students' speaking skills in seventh-grade students of SMP Informatika Ciputat in the academic year 2018/2019.

This study was a quasi-experimental design intended to get empirical evidence of the effect of video-recorded speaking tasks on students' speaking skills. The population was 49 students chosen through total sampling technique and was classified into two classes, experimental and controlled group. The instrument was a speaking test. The test was given at the treatment's beginning and end using the video-recorded speaking task. The data of pre and post-test were analyzed by t-test. The result of the pre-test score from both classes revealed that the mean score of the control group was higher than the experimental group. Hence, the result of the post-test score showed that the score of the experimental group was higher than the control group. The result showed that the sig 2 tailed was p (0.001). Meanwhile, the alpha (α) was 0.05, which was 0.001; meanwhile, the alpha (α) was 0.05, which was $0.001 < 0.005$. It proved that applying video-recorded speaking tasks was effective in improving students speaking skills for seventh-grade students of SMP Informatika Ciputat in the academic year 2018/2019.

Overall, the similarities between this research and the author's research are the object of research where the researcher uses video objects, this research also uses rubrics as an assessment medium, but the theory used is

different from the author's research. In contrast, the difference lies in the research's method, subject, and location.

3. The third is an article by Koesoemah, Nita H (2019), in her article as action research entitled "Improving English Spoken Skills through Self-Recorded Video for Higher Education Students," says that The research is aimed to analyze the improvement of English-speaking skills for higher education students through Self Recorded Video. This research focuses on four speaking skill categories; Pronunciation, Vocabulary, Grammar, and Fluency. The data was processed based on Verner's rubric in How to Evaluate Speaking. The recorded videos are analyzed. To get the answer to the aims, the descriptive method is used. The data is students' self-recorded videos in one semester (semester 1). The result is that practicing speaking English through self-recorded videos can improve student speaking skills. The improvement can be in one or more categories.

From the results discussed above, self-learning, one of them is through self-recorded videos, can improve students' speaking skills. By recording what they speak in English, the students actively use English. From the sample (the videos of the three students), there is an improvement in the student's ability to speak English, but the category of the language skills improved varied. One student improved his/her pronunciation, while others improved other skills (either vocabulary, grammar, or fluency). No matter what category they improved, all support them to speak English.

Overall, it can be concluded that the similarities between this research and the author's research are the object of research where the researcher uses

video objects, this research also uses rubrics as an assessment medium, but the theory used differs from the author's research. At the same time, the difference lies in the research's method, subject, and location.

4. The fourth by Alpha ThessaLika Rumondang Miganta Butar Butar, Sudarsono, and Zainal Arifin (2019), entitled "Video Blogging to Improve Students' Speaking Performance" his article says that This research aimed to improve students' speaking performance by using video blogging to Year 11 Students of SMAK Immanuel Pontianak especially on E class in the academic year 2018/2018. It was focused on improving their fluency and accuracy by using video blogging as media. The research design of this study was classroom action research. The 38 students of class XI E participated in this research.

The researcher observed the students' improvement in speaking by collecting data through observation checklists, field notes, and speaking tests. The student's attitude towards learning was gathered by observation checklist and field note. The data on speaking was obtained by speaking test, which was assessed through a scoring rubric. Based on the data, the students showed improvement in speaking. In cycle I, they were already great at presenting the materials, but some students still needed to make some pauses and correct pronunciation. The researcher conducted cycle II which resulted in the students speaking more fluently and accurately by gathering and listening to the information from the media. The students were also motivated to speak during the teaching and learning activity.

From the results, it can be inferred that video blogging improves students' speaking performance.

Overall, the similarities between this study and the author's research include the object of research, where the researcher utilizes video objects, and this research similarly employs rubrics as an evaluation medium, but the theory used is different. The distinction is in the study technique, subject, and location.

5. The fifth article by Rahayu et al. (2022), entitled "Students' Public Speaking Assessment for Persuasive Speech," this article says that Public Speaking is an academic necessity for University Students. Public speaking is giving information, persuading the audience, or attracting the hearers. This paper reports the findings drawn from third-semester students' skills in public speaking. This study aimed to reveal the extent of students' skill in persuasive speech. Data were obtained from students public speaking tests of 29 English students and analyzed and described qualitatively. The finding came up with encouraging results where a greater proportion of the samples reported a significant number in a good level of categories in persuasive skill. 51,72 % of students were at a good level of accent, grammar, vocabulary, fluency, and Comprehension. Moreover, the highest score of students' skills was in the vocabulary inadequate comprehension aspect in the rating scale. In short, students' skill to change the habits, costumes, and social communication of others for a persuasive speech is already achieved.

Thus the similarity between this article with the author's research is the object of research that both use video, but this study uses vlog records; another similarity is that these two studies both use the same method, namely descriptive qualitative and research location while the subjects are different.

6. The sixth is an article by Rahayu & Rozimela (2022). This article says that The purpose of this research was to determine the effectiveness of the PIPA Model in the form of a Speaking Test for fourth-semester students of the English Department, University of Pasir Pengaraian. The method used in this study involves two groups, namely the experimental group and the control group. The population of this research was the fourth-semester student of the English Department at Pasir Pengaraian University. The sample was obtained by using total sampling. So, the total sample of this research was twenty-four students, with a sample size of 13 people for the experimental group and 11 people for the control group. Therefore, the PIPA Model effectively improves students' Public Speaking skills. According to the experts' team, the test indicated that the PIPA Model development was valid.

Furthermore, both lecturers and students agreed that the PIPA Model was practical. Some issues arose throughout the implementation of the PIPA Model. Nevertheless, the whole development process of the PIPA Model could run practically based on Web Equal 4.0.

In this study discussing speaking skills and using the PIPA model subject, the similarities of this study are the location and research samples.

C. Conceptual Framework

A conceptual framework is a selected concept by the researcher towards the problem which wants to be researched and make an effort in a certain direction to the purpose of the research. The following figure was described in the conceptual framework of the research.

From the figure of the conceptual below, the purpose of this research is to make it easier for the reader to understand the outline of the research; it will be carried out using the following diagram:

Figure1. Conceptual Framework of the Research
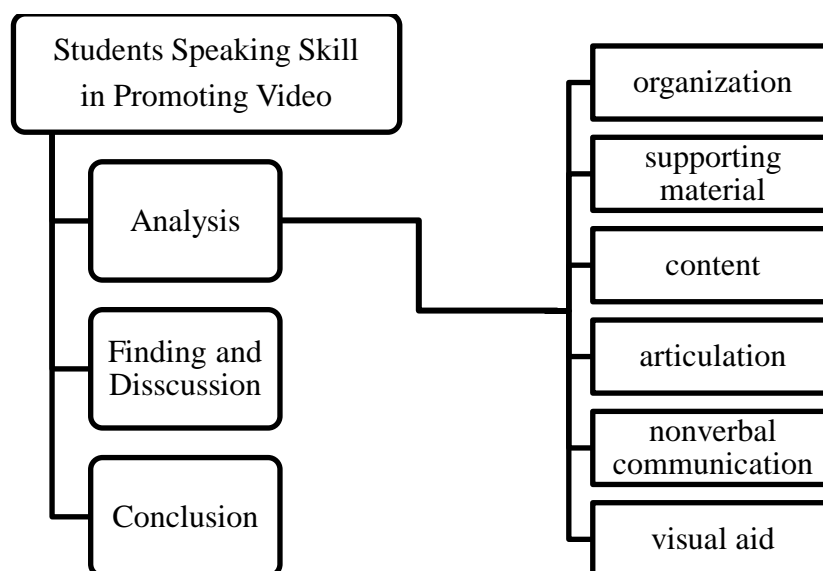
Speaking is the primary skill in the English Study Program's fourth semester. Speech is one of the skills that students must master. One of the speeches is a persuasive speech on the public speaking subject. The promotional video they made later can also be helpful for the study program to promote the English Study Program, especially at Pasir Pengaraian University English Study Program, to attract new students. Therefore, before students make a promotional video, students must understand how to make an excellent persuasive speech. To

solve the phenomena, the researcher is interested in analyzing the students' persuasive skills in the English Study Program video promotion of Pasir Pengaraian University. Then, students' persuasive skills would be analyzed by Pipa Model Rubric. The scoring rubric lets the students know their performance in the video promotion. From the analysis, it would be found the conclusion of the research.

Based on previous research, many researchers used persuasive strategies in their research. Here, the researcher only analyzed the students' persuasive speech skills. The sample of this research was university students. This research was conducted because persuasive speech is fascinating to analyze, especially in persuasive speech. Then, many students still needed more skills in persuasive speech. Therefore, the researcher attempted to develop assessment rubrics for persuasive speech so that the students could deliver as persuasive speech as possible.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the description of the research methodology used in this research. It consists of the research design, setting of the research, population and sample, instrument of the research, technique of collecting the data, and technique of analyzing the data.

A.   Research Design

This research was descriptive qualitative research. A qualitative design with a descriptive study approach was used in this research, as stated by Sugiyono (2012) qualitative design to get in-depth data that contained meaning. The qualitative design could significantly affect the research substance. It means that the research design provided the nature of the relationship between the researcher and informant, object, and subject of the research directly.

In this research, the main point was to collect data descriptively. It aimed to describe students' skills in persuasive speeches on promotional videos by fourth-semester students of the English Study Program of Pasir Pengaraian University.

B.   The Setting of the Research

This research was conducted at the University of Pasir Pengaraian. It is located at Tuanku Tambusai Street, Rambah Hilir Sub District of Rokan Hulu Regency. The participants of this research were students in the fourth semester of the English Study Program at the University of Pasir Pengaraian.

C.   Population and Sample

A researcher needed to define the population carefully before collecting the sample, including a description of the member to be included. According to Sugiyono (2013), the population is a generalization region consisting of an object or subject with the quality and specific characteristics determined by the researcher to learn and to be concluded. The population could be the societies in certain areas, the employees in particular organizations, teachers and students in the school, etc. The population in this research is 23 students of the English study program of the University of Pasir Pengaraian in the academic year 2023.

Based on the considerations above, the researcher used total sampling. Total sampling is a sampling approach in which the number of samples equals the population (Sugiyono, 2012). Because the population is smaller than 100, comprehensive sampling is required. All of the population is employed as a study sample. The sample that should have been in this research is 23 samples. So in this research, the amount of samples is the same as the population; they are 23 students in the fourth semester in the English Study Program at Universitas Pasir Pengaraian.

D. Instrument of the Research

According to Suharsimi Arikunto (2010), a research instrument is a tool or facility used by researchers to collect data so that the work is easier and the results are better in the sense of being more accurate, complete, and systematic so that it is easier to process. The instrument of this research was a speaking test in video

promotion. The researcher asked students to make a company profile video promotion with a persuasive speech that the topic is about English Study Program at Universitas Pasir Pengaraian. The duration of the video was two to 3 minutes with landscape video. Then, the researcher analyzed students speaking tests by PIPA Model. The model was taken from Dr.Pipit Rahayu, M.Pd.

E. The technique of Collecting the Data

The test of this research was conducted at Universitas Pasir Pengaraian in the fourth semester of the English Study Program in the Faculty of Teacher Training and Education. The technique of collecting data was carried out in some steps:

1. Researchers make participatory observations. In this observation, researchers come to the place of activity students who will be observed but not involved in these activities. (Sugiyono 2013).

2. The researcher gave the speaking test for students that consisted of instruction to deliver a persuasive speech.

3. The students prepared a video promotion with the English Study Program as the topic.

4. Then, students take a promotional video and send it to PIPA Model

5. The last, the researcher analyzes their performance in the video

F. The technique of Analyzing the Data

After collecting data, the researcher analyzes the data. The researcher used filed the scoring rubric, which contained some criteria based on the theoretical scoring rubric, namely Pipa Model.

Table 1. The Rubric of PIPA Assessment Model

(Persuasive Informative Presentation Assessment)

Performance standard The student ..	Assessment Criteria				
	Advanced 4	Proficient 3	Basic 2	Minimal 1	Deficient 0
1. Organization	Topic engages audiences; topic is worthwhile, timely, and presents new information to the audience	Topic is appropriate to the audience and situation and provides some useful information to the audience	Topic is untimely or lacks originality; provides cant new information to audience	Topic is too trivial, too complex, or inappropriate for audience; topic not suitable for the situation	A single topic cannot be deduced
2. Research/ Data	All key points are well supported with a variety of credible materials (e.g., facts, stats, quotes, etc.); sources provide excellent support for thesis; all sources clearly cited	Main points were supported with appropriates material; sources correspond suitably to thesis; nearly all sources cited	Points were generally supported using an adequate mix of materials; some evidence supports thesis; source citations need to be clarified	Some points were not supported; a greater quantity/quality of material needed; some sources of very poor quality	Supporting materials are nonexistent or are not cited
3. Content (Persuasive)	Very well in sharing thoughts, observation and ideas, Excellent in posses a certain level of authority and knowledge about the chosen topic (**Ethos**), The message conveyed very clear, very informative and excellent in logical manner (**Logos**), Excellent in establish an emotional	Good in sharing thoughts, observation and ideas, good in posses certain level of authority and knowledge about the chosen topic (**Ethos**), The message conveyed good level, good informative and good in logical manner (**Logos**), Good in establish an emotional connection with the listener (**Pathos**)	Average in sharing thoughts, observation and ideas, average posses a certain level of authority and knowledge about the chosen topic (**Ethos**), The message conveyed in average level average informative and average in logical manner (**Logos**), average in establish an emotional connection with the listener (**Pathos**)	Fair in sharing thoughts, observation and ideas, good in posses certain level of authority and knowledge about the chosen topic (**Ethos**), The message conveyed in fair level, fair in informative message and fair in logical manner (**Logos**), fair in establish an emotional connection with the listener (**Pathos**)	Poor in sharing thoughts, observation and ideas, good in posses certain level of authority and knowledge about the chosen topic (**Ethos**), The message conveyed in poor level, lack of informative and lack of logical manner (**Logos**), lack of establish an emotional connection with the listener (**Pathos**)
4. Content (Informative)	Very well organized; Define/Describe/Explain/Demonstrate subject matter of informative speech very clear, provides better knowledge, shape the perceptions, helping the	Good in organized; Define/Describe/Explain/Demonstrate subject matter of informative speech in good level, provides good knowledge, shape the	Average in organized; Define/Describe/Explain/Demonstrate subject matter of informative speech in average level, provides average	Fair in organized; Define/Describe/Explain/Demonstrate subject matter of informative speech in fair level, provides fair	Poor in organized; Define/Describe/Explain/Demonstrate subject matter of informative speech in poor level, provides poor knowledge,

	listening to understand the variety of alternative point, enhance the ability to survive and evolve better	perceptions, helping the listening to understand the variety of alternative point, enhance the ability to survive and evolve in good level	knowledge, shape the perceptions, helping the listening to understand the variety of alternative point, ability to to survive and evolve in average level	knowledge, shape the perceptions, helping the listening to understand the variety of alternative point, fair level in the ability to survive and evolve	shape the perceptions, helping the listening to understand the variety of alternative point, lack of level in the ability to survive and evolve
5. 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 level of language sophistication; occasionally biased	Many errors in grammar and syntax; extensive use of jargon, slang, sexist/racist terms or mispronunciatio ns
6. Non Verbal	Posture, gestures, facial expression and eye contact well developed, natural, and display high levels of poise and confidence	Postures, gestures and facial expressions are suitable for speech, speaker appears confident	Some reliance on notes, but has adequate eye contact, generally avoids distracting mannerisms	Speaker relies heavily on notes; nonverbal expression stiff and unnatural	Usually looks down and avoids eye con-tact; nervous gestures and nonverbal behaviors distract from or contradict the message
7. 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 present in visual	Speaker did not seem well practiced with visual; visuals not fully explained; quality of visuals needs improvement	Use of the visual aids distracted from the speech; visual aids not relevant; visual aids poor professional quality

Table 2. Scoring of The Student Speaking Skill

Range of Score	The Level of The Skill
81-100	Advanced
61-80	Provicient
41-60	Basic
21-40	Minimal
0-20	Deficient