

CHAPTER I

INTRODUCTION

This chapter serves as an introduction to Background the research, providing an overview of the research, the research context, and the reasons for choosing the topic. This chapter helps readers understand the background of the problem and the significance of the research in the contemporary educational landscape. In addition, this chapter describes the background and setting of the research, Identification of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research and definition of key term.

A. Background of the Research

In the modern era of rapid global development, the ability to use English has become an essential skill that should be developed from the early stages of education, including at the elementary school level. English is not only taught as a school subject, but it also functions as the main language for international communication in many areas such as education, technology, and social interaction. Therefore, introducing English at an early age, especially with a focus on speaking skills, is important to prepare students to take an active role in a globalized world.

The four basic language skills are listening, reading, writing and speaking and speaking is usually considered the most difficult one, particularly for the young students. This is because speaking places students in real-time communication where they have to think and respond quickly. Learners are required to have the right vocabulary, correct grammar, clear pronunciation and a

way of organizing thoughts that others can understand. Speaking, unlike reading and writing, does not afford much time for thought or correction. Therefore, it is very important to practice regularly and gain confidence from an early age.

Speaking ability is an important aspect of language development and academic success for elementary school students. Children are in an important learning period at this time, and their curiosity and flexibility allow them to learn more effectively. English gives students the ability to communicate their ideas, ask questions, participate in class discussions and interact with their teachers and classmates. As a result, their speaking ability not only improves their language skills but also supports their involvement and achievement in learning activities. Many research have shown that academic success is closely related to speaking ability, as speaking helps students understand lessons better, work together with others, and build confidence in the learning process. In the modern era of rapid global development, the ability to use English has become an essential skill that should be developed from the early stages of education, including at the elementary school level. English is not only taught as a school subject, but it also functions as the main language for international communication in many ways such as education, technology, and social interaction. Therefore, introducing English at an early age, especially with a focus on speaking skills, is important to prepare students to take an active role in a globalized world. Among the four main language skills—listening, reading, writing, and speaking—speaking is often considered the most difficult, especially for young learners. This is because speaking requires students to take part in real-time communication, where they must think and respond quickly. Learners need to choose appropriate vocabulary, use correct grammar, pronounce words clearly, and organize their ideas so that

others can understand them. Unlike reading or writing, speaking does not give much time to think or make corrections. For this reason, regular practice and the development of confidence are very important from an early age.

For elementary school students, speaking ability plays a key role in their overall language development and academic success. At this stage, children are in an important period of learning, where their curiosity and flexibility help them learn more effectively. Being able to speak English allows students to express their ideas, ask questions, participate in classroom discussions, and interact with their teachers and classmates. Their speaking ability, enhances their language skills, and supports their participation and achievement in learning activities. Research has shown that there is a strong correlation between speaking skills and academic achievement. Speaking skills assist learners in comprehending lessons more effectively, work with classmates and develop confidence in the learning process. Although it is very important in the learning process, but many elementary school students still have serious difficulties in trying to develop their speaking skills in English. Some of the common problems are lack of knowledge of vocabulary, incorrect use of basic grammar structures, limited understanding of how to pronounce words correctly and low level of confidence when they are asked to speak in English in front of others. These challenges are often exacerbated by the lack of opportunities students receive to practice speaking in the classroom as the teaching process tends to focus more on written exercises and memorization activities than interactive and communicative activities that involve active student participation. This has led to many students being able to understand English passively, such as reading or listening, but they still don't know how to express their ideas clearly and confidently when they have to speak.

The result of this condition clearly indicates that the improvement of students' speaking skills needs not only the use of effective and appropriate teaching methods, but also the use of relevant and meaningful learning content which can support and encourage the students to communicate in a more natural, active and confident way in the classroom.

When assessing the speaking ability of students, the selection of suitable and appropriate speaking topics is very important to help improve the overall speaking performance of elementary school students. Speaking activities given to students should be based on familiar, concrete, and close to their daily lives situations. Students are able to focus more on expressing their ideas and messages without being confused or overwhelmed by abstract or unfamiliar concepts. Activities of daily living (ADL) is one type of content that is considered suitable and appropriate for the characteristics and level of elementary school learners. ADLs are activities that a person normally does in their day to day life like eating, bathing, dressing, moving around and taking care of personal hygiene and daily needs. These activities are very close to students' real life and daily routine. It is a very effective context to encourage students to speak more naturally, more actively and more spontaneously when using English in classroom situations.

In addition, daily routines involve not only physical activities but also cognitive and emotional aspects that promote personal independence. Lawton and Brody classified daily activities into two groups: Basic Activities of Daily Living (BADL) and Instrumental Activities of Daily Living (IADL). BADL involves essential self-care tasks, like waking up, bathing, dressing, eating, using the toilet, and resting. On the other hand, IADL includes more complex activities that require cognitive and social skills, such as attending school, studying in class,

doing homework, managing time, playing with friends, and interacting with the surrounding environment (Nurkhofifah et al., 2023)

In primary education, the concept of daily routine is adapted to the stage of development of the students, including the implementation of such tasks as waking up, bathing, eating breakfast, going to school, studying, playing, doing homework, and resting. These activities are concrete, sequential and contextual that makes it easy for elementary school pupils to comprehend because they are still in the concrete operational stage of development. Therefore, it is very appropriate to utilize daily activities, either Basic or Instrumental Activities of Daily Living, as a framework for the learning and assessment of speaking skills because they are closely related to the real life of students and help them to express their thoughts and experiences orally.

Research shows that the inclusion of daily activities as topics of conversation contributes to the development of students' speaking skills. The speaking exercises on daily routines can develop students' vocabulary control, pronunciation accuracy and fluency. These results suggest that daily activities are effective and appropriate content for speaking skill assessment in elementary schools. Elementary school students or young students have cognitive, linguistic and emotional characteristics that must be taken into account in the language learning and assessment. Cognitively, they are in the concrete operational stage, where learning is most effective when it is linked to real experiences and familiar contexts.

As daily activities are suitable as speaking content, it is necessary to use an appropriate and structured assessment model to accurately and comprehensively evaluate students' speaking performance. Speaking skills are a combination of

linguistic, cognitive and emotional elements, and cannot be well measured with fragmented or separate indicators. Hence, a model is needed which supports authentic communication, contextual language use and observable performance. In this case, the assessment of the speaking skills of elementary school students thru the explanation of daily activities by using the PIPA Model (Persuasive Informative Performance and Assessment) is relevant and important.

The PIPA Model provides a systematic and holistic strategy to the assessment of speaking skills, emphasizing three interrelated components. The presentation part measures the students' ability to organize and express their ideas orally in a clear and logical way, especially useful when students describe sequences of daily activities. This allows teachers to evaluate aspects such as clarity of content, use of vocabulary, pronunciation and fluency.

The informative part focuses on the ability of students to express ideas, facts and descriptions in a clear way, for example, describing their daily routine using simple and understandable language. This component is very important for elementary students because it allows them to organize thoughts and communicate meaning in spoken English. The persuasive component involves the students' ability in persuading or convincing others by using simple expressions like expressing opinion, preferences, or reasons in communicative context. This skill is still at a basic level but it encourages students to use language for a purpose and gain confidence in expressing personal viewpoints. The performance component concentrates on the students' actual speaking ability in real or near real life situations. It allows teachers to observe how students use their speaking skills in real communicative situations, such as their fluency, pronunciation and clarity in expressing their ideas on familiar topics. The assessment part provides a

systematic assessment of students' speaking skills with clear criteria. It gives teachers a systematic means of assessing students' progress on informative, persuasive and performance aspects, thus making the assessment more valid and reliable.

When applied to the daily activity topics, those components naturally align with the real-life experiences and developmental stages of elementary students. The topics are familiar and this reduces the cognitive load, and students are able to share their ideas with confidence, engage in simple persuasive communications and perform speaking tasks more authentically. This way, students are more involved and demonstrate their real speaking abilities, not just what they have memorized. This alignment leads to a more effective, valid and reliable assessment of speaking skills in elementary education schools.

Moreover, the utilization of the PIPA Model allows teachers to obtain complete and objective data concerning students' speaking skills. By systematically observing the persuasive, informative and performance aspects of speaking, teachers can identify students' strengths and weaknesses in specific areas of speaking, such as range of vocabulary, pronunciation accuracy, fluency and confidence in communication. This large amount of evaluation data could then be used to develop more efficient, targeted and learner-centered teaching methods.

Therefore, the application of the PIPA Model is helpful to the accurate evaluation. It can also improve the teaching and learning process as a whole. In elementary education, students are young students with specific cognitive, linguistic, and socio-emotional characteristics that make them different from learners at higher levels of education. At this level, elementary school students are

still developing basic language skills, including vocabulary building, pronunciation recognition, and simple sentence structure. They tend to think more concretely than abstractly, and learning is more successful when it is reinforced by physical objects, familiar situations, and meaningful contexts. Therefore, the design of English teaching and assessment at elementary level should consider these developmental features to better facilitate the students' language development.

Also, the contact that elementary school students have with English outside the classroom is usually limited affecting their confidence and ability to use the language orally. Many students are still reluctant to speak for fear of making mistakes, or because they are not familiar with the sounds and patterns of English. Therefore, speaking tasks and evaluations should focus on motivation, simplicity and steady progress rather than complex linguistic elements. It is very important to have a caring learning environment to help primary students gain confidence and positive attitudes to speak English. When students are comfortable and inspired they tend to be more active in the speaking exercises and reveal their real speaking potential.

Also, elementary school is a critical period for establishing the foundation of students' communication skills, which will affect their future language learning. The timely development of speaking skills enables students to communicate thoughts, interact with classmates and instructors and participate meaningfully. Good speaking education and assessment at this level can help to avoid long term problems in oral interaction and give a good base for further studies of English in higher educational institutions. It is important to understand the characteristics and needs of elementary school students in doing research

related to the assessment of English speaking skills.

The objective of this study is to assess the speaking skills of elementary school students as young students in explaining daily activities thru the application of the PIPA Model. The researcher chose SD Negeri 007 Rambah as the research location to get the data which represent students' real speaking abilities in natural educational environment. This school was purposively selected based on its relevance to the research objectives, especially to investigate the elementary students' English speaking performance thru structured speaking activities.

The research will be carried out at SD Negeri 007 Rambah. This is an elementary education institution located in the Rambah District, Rokan Hulu Regency, Riau Province. SD Negeri 007 Rambah is a public elementary school registered in the Ministry of Education Republic of Indonesia with National School Number (NPSN) 10402980. The school is located in Jl. Syeh Abdul Rauf - Simpang Raya, Rambah Tengah Hilir, Kecamatan Rambah, Kabupaten Rokan Hulu, Provinsi Riau (administratively). SD Negeri 007 Rambah is a formal public education institution which is supervised by the local government and provides elementary education services based on the national education system. The school has A (the highest grade) accreditation. This shows that the quality of education is very high and the learning processes are quite good.

SD Negeri 007 Rambah has become one of the educational institutions that play a role in developing basic education in the Rambah District. The school was founded to provide the children of the surrounding community with quality elementary education at an affordable price. SD Negeri 007 Rambah is a public school that accommodates students from all walks of life and offers learning

opportunities that promote academic, social and personal development of students. The variation of students' characteristic makes it suitable for conducting research related to language learning, especially in exploring students' ability to communicate ideas thru English speaking activities.

The school environment of SD Negeri 007 Rambah is a good place to observe the speaking skills of elementary students because the speaking ability requires students to actively use the language in meaningful situations. In this research, students are asked to describe their daily activities to practice speaking in context. The activity helps the students to formulate their ideas, use the appropriate vocabulary, pronounce words clearly and present oral presentations with confidence. So that SD Negeri 007 Rambah is considered relevant as a research site for the implementation of the PIPA Model which emphasizes the stage of Persuasive Informative Performance and Assessment in assessing students' speaking abilities.

Furthermore, SD Negeri 007 Rambah represents the real condition of elementary education in Rokan Hulu Regency, where English learning is introduced as part of students' language development. The learning environment, classroom interaction, and students' characteristics provide valuable information regarding how elementary learners perform in English speaking activities. Conducting research in this setting allows the researcher to obtain an empirical description of students' speaking competencies and the effectiveness of the assessment process using the PIPA Model.

Geographically, SD Negeri 007 Rambah is located in Rambah District, which is one of the important areas in Rokan Hulu Regency. The area continues to experience educational development in response to the community's increasing

awareness of the importance of quality education. This condition creates opportunities for schools to implement learning approaches that develop students' competencies, including communication skills as one of the essential skills in the 21st century.

The selection of SD Negeri 007 Rambah as the research location is expected to provide meaningful findings regarding the assessment of elementary students' speaking skills. Through this research, the researcher aims to describe students' speaking performance in explaining daily activities and provide an understanding of how the PIPA Model can be applied as an assessment approach in elementary school English learning contexts.

B. Identification of the Research

1. Existing Difficulties in Students' Speaking Performance

Many elementary school students experience difficulties in speaking English, including limited vocabulary, inaccurate pronunciation, weak grammatical control, lack of fluency, and low confidence in expressing ideas.

2. Relevance of Daily Activities as Speaking Content

Daily activities are highly relevant speaking topics for elementary school students because they are concrete, familiar, and closely related to students' real-life experiences, which can support meaningful oral expression.

C. Limitations of the Research

In this research, This research has several limitations that should be considered. First, the participants involved in this research were only students of SD Negeri 007 Rambah. Therefore, the findings of this research may not represent the speaking abilities of students from other elementary schools with different educational conditions. Each school has different characteristics, learning

environments, teaching methods, and student abilities, which may affect the results of speaking assessments.

Second, this research only focused on students' ability to explain their daily activities in English. Other speaking skills, such as storytelling, formal presentations, conversations, and other forms of communication, were not included in this study. The outcome of this investigation describes the students' performance in a specific speaking activity which is related to daily activities, since speaking competence is multifaceted.

Furthermore, the assessment of speaking skills may have a little bit of subjectivity, tho the researcher used the assessment criteria of the PIPA Model. Assessors may interpret aspects of speaking, such as pronunciation, fluency, confidence, organization of ideas and non-verbal communication, differently. These differences may affect the consistency of the assessment results.

Another limitation is the fact that this research did not explore some external factors in depth. The students' previous experience in learning English, their vocabulary knowledge, motivation, confidence and their individual learning characteristics may have influenced their speaking performance during the assessment process. But they were not the main focus of the study.

In spite of these limitations, this study provides useful insights into the use of the PIPA Model to assess the speaking skills of elementary students. The findings are expected to contribute to a better understanding of speaking assessment practices and support the development of English speaking skills among elementary school students, particularly at SD Negeri 007 Rambah.

D. Formulation of the Research

Based on the background of the research, the formulation of the research

problem in this research is as follows: How are the elementary school students' speaking skills in explaining daily activities when assessed using the PIPA Model?

E. Purpose of the Research

The purpose of this research is to assess the speaking skills of elementary school students to explain their daily activities through the PIPA Model. This research aims to describe students' speaking performance in explaining daily activities based on key aspects of the PIPA Model, including fluency, clarity of language, adequacy of information, and effectiveness of communication.

F. Significance of the Research

This research provides several important implications for various parties involved in the education process, particularly at SD Negeri 007 Rambah at Rambah Tengah Hilir, as follows :

- 1. For Students:** This research explains that it can provide SD Negeri 007 Rambah students with an understanding of their speaking abilities in describing daily activities through PIPA Model. With the results of this research, students become aware of the aspects of their abilities that are already adequate and those that still need improvement.
- 2. For Teachers:** For teachers, especially those teaching at SD Negeri 007 Rambah, this research provides important information about students' speaking skills also teachers can design more effective learning strategies, provide a more focused and planned learning approach, and identify the obstacles that have been hindering students' speaking skills based on the findings of this research.

3. For Researchers: The results of this research contribute to the research of speaking skill assessment through the PIPA Model. Future researchers can use this research as a basis for developing studies in language skill assessment.

G. Definition of Key Term

In this research, there are so many terms involved. Thus, to avoid misunderstanding on terms used, the following terms are necessarily defined as follows :

1. Daily Activities

Daily activities are the tasks that people do every day to take care of themselves, including personal care, work, and leisure. (Klimczuk & Shehan, 2016). In English language learning, daily activities can be applied as one of the learning materials, especially for elementary school children, because they are familiar and are events that all students experience, so they can easily understand, and describe their daily activities in English (Ishak, 2024).

2. PIPA Model

The PIPA (Persuasive Informative Performance and Assessment) Model is a speaking skill assessment model that utilizes web-based technology by implementing a sandwich feedback system. This model is designed to evaluate students' speaking abilities progressively through structured stages of Persuasive Informative Performance Assessment. The use of sandwich feedback, which begins with positive reinforcement, followed by constructive suggestions, and concludes with motivational support, aims to help students improve their speaking skills without reducing their confidence (Rahayu et al., 2024).

3. Elementary Learners

Sarah Philip describes young learners mean children from the first year

of formal schooling from five or six years old to eleven or twelve years old (Sunendar, 2016). Elementary Learners are students who are in the early stages of the learning process, as can be seen from their age and level of proficiency in various aspects, one of which is language proficiency, so they still need a foundation before entering a more complex stage of learning (Wulansari & Hardianto, 2025)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter outlines various theories related to this research. It presents an overview of theoretical concepts and previous research related to speaking skills in early childhood students. This chapter elaborates on the essence of speaking, the characteristics of speaking ability for elementary school students, the concept of daily activities in English teaching, the principles and procedures for assessing speaking ability, and an overall description of the PIPA Model as an evaluation framework. Furthermore, this chapter presents the conceptual framework and relevant results of previous research.

A. Review of Related Theories

1. Nature of Speaking Skills

a. Defenition of Speaking Skill

Speaking skills are a person's ability to convey ideas verbally given by others. Meanwhile, according to Pradana & Setyawan (2025) research, speaking skills are a skill everyone must possess because speaking is one of the media used daily to communicate with others. Speaking is also necessary when learning is online, where verbal communication is limited (Maghfiroh, 2014). Therefore, speaking skills must be possessed by everyone, and speaking must also be in the correct language arrangement so that others can readily accept the language. Speaking skills are seen as having a central role in language learning because the essence of learning languages is learning communication, especially oral communication. Speaking skills can support other language skills. Speaking skills are also often seen as the primary benchmark for

assessing success.

Meanwhile Richards (2008) mentions the style of speaking in using of an important dimension of conversation that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. In other hand, Torky states that the purpose of speaking can be either transactional or interactional. Analyzing speaking purposes more precisely, combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

1. Personal Speaking

Personal speaking refers to the ability to express emotions, views, beliefs, and personal concepts through spoken language. This mode of speech allows students to convey internal reflections and feelings arising from personal experiences. In the context of basic education, speaking personally helps develop self-confidence and self-understanding, as students gain the ability to express their feelings or thoughts using appropriate language. Examples include expressing preferences and dislikes or conveying personal views about daily activities.

2. Descriptive Speaking

Descriptive speaking involves the ability to describe entities, individuals, places, or situations, whether real or fictional. This communicative function emphasizes the use of suitable vocabulary, sensory details and simple syntactical structures to create a clear mental picture for the listener. Descriptive speaking is very important for elementary school students to

expand vocabulary and improve clarity of communication, especially when describing daily routines or familiar environments.

3. Narrative Speaking

Narrative speaking is the organization and retelling of narratives or events in chronological order. This form of speaking is the systematic arrangement of concepts by means of time indicators such as initially, then and finally. At its most basic level, narrative speaking develops skills of cohesion and sequencing so that students can talk about their daily experiences or activities in a structured and meaningful way.

4. Instructive Speaking

Instructional speaking relates to the ability to give instructions or guidance aimed at achieving a specific goal. This function emphasizes accuracy, logical sequencing, and the use of imperative constructions. For elementary-level students, instructional speaking develops the practice of using language to direct others, for example, by explaining procedures in routine tasks or giving basic instructions.

5. Questioning Speaking

Questioning speech is the ability to ask questions to get information. This form of communication promotes curiosity and reciprocity between speakers. In a basic education setting, questioning skills are essential for developing analytical reasoning, as students learn to formulate relevant and clear questions related to subject matter, activities, or everyday situations.

6. Comparative Speaking

Comparative Speaking is a process of comparing two or more entities, people, concepts, or perspectives in an effort to make judgments. Such talking requires the use of a framework of comparison and appropriate terminology. For elementary students, comparative speaking builds analytical thinking and helps them speak about similarities and differences clearly and with substance.

7. Imaginative Speaking

Imaginative speaking is when you can describe mental images of people, places, events or objects. It encourages creativity and the use of expressive and evocative vocabulary. Imaginative speaking in elementary education helps students to explore ideas which are beyond their immediate reality, thus helping them to be creative and confident in speaking.

8. Predictive Speaking

Predictive speech is the ability to anticipate future events, based on available data or subjective judgment. This form of speaking involves the use of future-oriented language and rational assumptions. For elementary students, predictive speaking contributes to the development of deductive abilities and encourages thinking about causal relationships.

9. Interpretative Speaking

Interpretive speaking involves exploring meaning, forming hypothetical conclusions, and considering implications. This communication function requires deep thinking and the ability to explain concepts. At the basic level, interpretive speaking helps students begin analyzing scenarios, narratives, or information and expressing their understanding verbally.

10. Persuasive Speaking

Persuasive speaking involves the ability to influence the perspectives, attitudes, or behaviors of others through spoken discourse. This mode requires students to present basic reasons and arguments in support of their propositions. In a primary education setting, persuasive speaking with the skills to convey their views.

11. Explanatory Speaking

Explanatory speaking is the ability to explain, elucidate and justify concepts or opinions. The objective of this function is to organize and explain information so that it is clear to listeners and relevant to them. Explanatory speaking is important for elementary school students to explain about daily activities, procedures or basic concept.

12. Informative Speaking

Informative speaking is the skill of communicating information to others in a clear and orderly manner. This communication function emphasizes accuracy and transparency rather than persuasion. In elementary education, informative speaking allows students to practice conveying factual content, such as explaining daily routines, academic activities, or general knowledge topics

b. Component of Speaking Skill

1. Grammar

Grammar as defined by is a set of rules that investigates the form and structure of sentences that can be used in a language. According to Eastwood,

grammatical units in English are the set of logical and structural rules that govern the composition of sentences, phrases, clauses, and words (M. Fadila et al., 2022).

2. Vocabulary

The Oxford Advanced dictionary defines vocabulary as "all the words that a person knows or uses." Nunan defines vocabulary as "the collection of words that an individual knows." The appropriate diction used in communication is referred to as vocabulary. Without a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. A limited vocabulary is another barrier that prevents learners from learning a language. Without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed. Based on this explanation, this research concluded that English learners will be unable to speak or write English properly unless they master their vocabulary sufficiently (Susanto, 2017).

3. Pronunciation

Pronunciation is the process by which students produce clearer language when speaking. The stress-timed rhythm of spoken English and its intonation patterns are important characteristics of English pronunciation. It means that the speaker must use clear language to convey a clear message to the listener. It is concerned with the phonological process, which is a component of grammar consisting of the elements and principles that determine how sounds vary and pattern in a language. Pronunciation has two components: phonemes and suprasegmental features. (Hulstijn, 2012)

4. Fluency

The skill to read, speak, or write easily, fluently, and expressively is referred to as fluency. Speakers are able to comprehend and respond to the intended meaning and context. Many language learners strive for speaking fluency. Fluency is characterized by a relatively fast rate of speech and a limited number of pauses and "umm" or "eeee." These indicators indicate that the speaker did not spend a significant amount of time searching for the language items required to express the message (Zuhairya et al., 2024).

5. Comprehension

Comprehension is the power of understanding that is used to improve or test one's understanding of a written or spoken language. According to the definition above, comprehension is the students' ability to understand a task assigned by teachers and respond to it correctly (Galuh et al., 2024).

2. Speaking Skills in Explaining Daily Activities

Speaking skill is one of the essential language skills that needs to be developed as it enables learners to communicate ideas, thoughts, and information orally (Mulyaningsih & Equator, 2021). Speaking is a core component of language proficiency alongside listening, reading, and writing. In the context of daily language use, speaking skills can be developed through regular and structured activities that engage learners in meaningful communication (Ismail, 2014). According to Chandra et al. (2023), speaking skills are a person's ability to convey ideas verbally. There specify three indicators of speaking skills: (1) explaining the problems in the story; (2) expressing opinions about the problems in the story; and (3) giving suggestions based on the problems in the story.

Nawawi et al. (2023) define speaking skills as encompassing precise intonation, proper word selection, systematic order, a calm attitude when speaking, directed views toward speech, and willingness to face opinions from others. The implementation of daily language activities provides students with continuous opportunities to practice speaking in authentic contexts, such as conversation practice, short speeches, and presentations. Learners will explain ideas, describe experiences and talk about their daily routines orally. This helps to develop fluency, vocabulary and speaking confidence. The daily language activities also encourage the learners to organize their ideas coherently when explaining routine actions and events and thus enhance their ability to perform simple monologic speaking tasks.

The frequent contact with speaking practices in everyday activities learners are more at ease in expressing ideas verbally and are less anxious in oral communication. (Belén et al., 2024). The notion of daily activities, often called “daily activities”, is a basic element that is commonly used in diverse areas like health, psychology, education, and social sciences. In academic circles, daily activities mean a stream of routine activities carried out by individuals daily as an integral part of daily life. These activities are a reflection of the lifestyle of a person and also indicate the level of independence in performing daily routines, which can affect aspects such as physical health, mental well-being and social interaction. For instance, in psychology, daily patterns of activity can be utilized to evaluate individual behavioral habits, while in social sciences, daily activities help to understand family and community dynamics.

Speaking of terminology, daily activities are often called Activities of Daily Living (ADL) which is a concept developed in scientific literature. ADL was described by Klimczuk & Studies (2016) as activities commonly performed by individuals in their daily lives, such as eating, bathing, dressing, using the toilet, moving around, and maintaining continence. This definition became the leading definition in multidisciplinary research and is widely used in academic journals because it provides a consistent framework for the assessment of human daily functioning. In addition, this definition emphasizes that ADLs are not only physical activities but also include the cognitive and emotional aspects required to perform these activities independently, thus allowing a holistic assessment of a person's abilities.

The daily activities are not only considered a set of physical actions, but as one of the most important indicators of a person's ability to satisfy the basic needs independently. Potter and Perry (2005) define activities of daily living as activities that people routinely perform to maintain their mental and physical health, meet basic needs and maintain their independence within the framework of daily life. This explanation helps to explain the importance of activities such as eating or dressing in rehabilitation or special education as they not only fulfill biological needs, but also promote identity and self-control. Thus, inability to perform ADLs may be indicative of more serious health or developmental problems.

The World Health Organization (WHO) defines activities of daily living as basic self-care activities essential to independent living. Simply put, the ability to perform daily activities is an indicator of how much a person can live their life without the help of other people and is an important measure of quality of life. In a global perspective, the WHO points out that the knowledge of ADLs contributes

to the planning of public health policies, such as programs for the prevention of disability and support to the elderly population, where the daily activities are used as a reference for medical and social interventions. Daily activities are divided into two main categories in the academic literature, namely Basic Activities of Daily Living (Basic ADL) and Instrumental Activities of Daily Living (IADL) . This classification was developed by Lawton and Brody and is still the main reference in many studies up until the present day as it clearly separates basic and more complex activities.

This classification allows for a more sophisticated analysis: Basic ADL deals with physiological functions, and IADL with the integration of social and cognitive skills. Basic ADL means the basic activities directly associated with personal care. These activities are eating, drinking, bathing, dressing, personal hygiene, using the toilet and moving or transferring. These activities are seen as basic needs that must be fulfilled on a daily basis, and the lack of fulfillment of any of them may have a significant impact on an individual's health and welfare. Difficulty dressing may be an indicator of motor or cognitive problems needing therapeutic intervention.

The ability to perform Basic ADLs indicates an individual's basic level of independence. In journals discussing ADLs, these activities are often used as a key indicator for assessing a person's daily functioning, as they are performed consistently and repeatedly every day. This assessment is not only useful in a medical context, such as with patients with neurological disorders, but also in education, where these abilities can be measured to support the development of children with special needs. Meanwhile, Instrumental Activities of Daily Living (IADL) refer to more complex activities that support overall independent living.

Lawton and Brody stated that IADL involves higher cognitive and social skills than Basic ADL, as it requires planning, decision-making, and interaction with the environment. Examples of IADL include preparing meals, cleaning the house, managing time, shopping for daily necessities, using transportation, and managing school or work activities. These activities remain routine and are an integral part of an individual's daily life, but require a higher level of autonomy.

In the context of education, especially for school-age children, daily activities are tailored to the environment and the role of students. Students' daily activities usually include waking up, bathing, eating breakfast, going to school, participating in learning activities, playing, doing homework, helping parents, and resting. This adjustment ensures that the concept is relevant to the child's stage of development, where daily activities are not only learned as routines but also as a means of forming values such as discipline and responsibility. Daily activities in children have characteristics that are concrete, sequential, and close to the students' real experiences. These activities are easily identified, understood and remembered by students as they are part of their daily routine. All these features make them ideal for studying, as students can connect abstract ideas with the immediate reality, for example, writing about their morning in simple words.

Journals on ADL emphasize the universality of daily activities, that is almost all individuals perform relatively similar types of activities, although the context and sequence may vary. This universal nature means that daily activities are a concept that is easily understood by people of all ages and backgrounds, opening up possibilities for use in comparative research or in international education programs. Eating, sleeping for example, are the essential parts of the daily human routine, regardless of the culture. The daily activities are also

organized in a clear chronological order, from morning, to afternoon, to evening activities. This makes it possible to arrange the daily activities in a rational and regular way, following the rhythm of everyday life.

A chronological structure aids in organization and the development of temporal skills like understanding the sequence of time in narratives or planning (Alabi-labaika, 2015). People's habits and routines are also closely linked to everyday life. Such routines make up the lifestyle of the individual and are an important factor in the formation of discipline, responsibility and independence, especially in children and students. In developmental psychology, daily routines are regarded as the basis for emotional stability, as they create a sense of security and predictability. Daily activities are often used as a learning context in academic research . Daily activities are authentic and meaningful . It's generally easier to understand things from real experiences than it is to understand abstract or hypothetical material. Research shows that applying real-life context increases student motivation and knowledge retention as students can see the immediate relevance to their lives.

Some research also states that such use of the daily activities as the learning material makes the students relate the new knowledge to their previous experience. This helps to reinforce their understanding of concepts and facilitates the process of information processing. For example, in mathematics, students can calculate the time spent in daily activities, or in language, they can describe these routines. The daily activities also have simple vocabulary that is often used in daily life, such as eating, studying, playing and sleeping. This familiar vocabulary makes daily activities appropriate as content for basic learning, especially at the elementary school level (Azzahra & Kaniadewi, 2025). Familiarity removes

cognitive barriers and allows for the concentration of efforts on the development of skills rather than on the acquisition of new words. In language learning, daily activities are topics or content to be explained, rather than skills in themselves. This means that the activities of everyday life become objects or materials for the exercise of language skills, including speaking skills. This method builds up communicative competence using real contexts such as explaining the order of activities or describing everyday experiences.

As a result of mastering the concept of daily activities, students are expected to be able to identify, arrange and explain the activities done by them every day in a logical and systematic way. This understanding is an important foundation before students are directed to oral explanation skills. This process involves the development of metacognitive skills where students learn how to reflect and organize their experiences. From the perspective of experts and research on ADL journal, it can be concluded that the daily activities are a series of routine activities that are routinely performed by individuals on a daily basis to meet basic needs and live independently. This concept is concrete, contextual and close to the students' life, so it is very relevant to be used as learning material, especially in discussing speaking skills in explaining daily activities. The relevance of this is that it can bridge the gap between theory and practice, stimulate meaningful learning and promote the development of communication skills which are vital in present-day education. Pradana & Setyawan (2025) show that daily activity-focused digital learning, such as the use of multimedia or Android-based platforms, allows students to express their daily routines creatively, enhancing engagement, motivation, and speaking skills. (Ihsani et al., 2024) also emphasizes that daily activity-centered activities improve

pronunciation, vocabulary, and fluency.

3. Elementary Learners Characteristics

Elementary school students, commonly referred to as young learners, possess distinctive cognitive, linguistic, and affective characteristics that influence the way they learn a foreign language, particularly speaking skills. Understanding these characteristics is essential to ensure that instructional strategies and assessment methods are appropriate to students' developmental stages. From a cognitive perspective, elementary school students are generally at the concrete operational stage of development (Hayat, 2024).

According to Misna (2025) children at this age learn best through concrete experiences rather than abstract concepts. They tend to understand language holistically and rely on contextual clues such as visuals, actions, and familiar situations. Consequently, speaking activities that involve daily routines and real-life contexts are more suitable for elementary learners because they relate directly to students' lived experiences.

In terms of language development, young learners acquire language gradually through meaningful interaction (Cameron, 2001). states that children develop their speaking ability by actively using language for communication rather than by learning grammatical rules explicitly. Similarly, Scott & Ytreberg (2014) argue that children learn language effectively when they are exposed to simple, repetitive, and meaningful language input. Therefore, speaking tasks for elementary students should focus on basic vocabulary, simple sentence structures, and familiar topics such as daily activities. Also important are affective characteristics in the speaking performance of elementary students. Young students are often enthusiastic and motivated, but they can also be easily

discouraged, shy or anxious about speaking in front of other people. Fear of making mistakes and lack of self-confidence can affect their desire to speak. Therefore, a supportive learning environment and age-appropriate assessment methods are important to foster students' participation and confidence in speaking. These characteristics have important implications for speaking assessment. Assessment for elementary students should be performance-based, simple, and supportive rather than intimidating (Gray & Howard, 2015).

Young learners' speaking skills should focus on communicative effectiveness rather than linguistic accuracy alone. Tasks such as explaining daily activities allow students to demonstrate their speaking ability naturally within a familiar context. Thus, speaking assessment for elementary school students must align with their cognitive, linguistic, and affective characteristics to obtain valid and reliable results. The integration of technology in education demands learning media that are appropriate to students' educational levels and learning needs.

4. PIPA Model

Every English learning instruction needs assessment to measure learners' learning progress and the instruction effectiveness. Various experts state that assessment is important in second language learning due to its function as a reference for making decision about learners' learning progress in all skills. In terms assessment comes to the forefront since the results of the assessment may reveal the latest level of learners' speaking ability by which the decision for next learning instruction can be predicted and designed. (Rahmawati et al , 2014).

Speaking assessment plays a crucial role in determining learners' actual speaking ability. The assessment results provide important information for teachers to plan appropriate instructional strategies and learning materials.

Therefore, assessment instruments need to be carefully designed to ensure that the assessment results can be justified and accurately represent learners' speaking performance. However, speaking assessment is often conducted without a clear and standardized assessment rubric. During the implementation of UEIC, the assessment was carried out by observing participants with specific assessments on speaking, listening, vocabulary mastery, and English grammar without using or referring to an assessment rubric which assessment results can be accounted for and concretely proven. This condition indicates that speaking assessment conducted without a clear assessment framework may result in subjective judgment and lack of accountability.

To address this issue, a speaking assessment instrument is needed to provide clear criteria and principles in assessing speaking performance. Therefore, to complete the UEIC syllabus design, this research is conducted focusing on developing a speaking assessment instrument containing assessment principles in accordance with three assessment criteria, namely authenticity, validity, and reliability. These principles are essential to ensure that speaking assessment measures learners' actual speaking ability in real communicative contexts. In relation to communicative speaking assessment, the PIPA (Persuasive Informative Presentation Assessment) Model is an assessment framework that is usually used to assess persuasive and informative presentations. The PIPA model focuses on assessing communicative speech through several dimensions, including organization, supporting materials, content, articulation, non-verbal communication, and visual aids (Rahayu et al., 2024). This framework provides comprehensive criteria to evaluate learners' speaking performance in a structured and objective manner. The PIPA model allows researchers and educators to gain

in-depth insight into learners' speaking ability by examining not only linguistic aspects but also delivery, organization, and non-verbal communication. Therefore, the use of the PIPA model is considered appropriate as an assessment framework to evaluate speaking skills, particularly communicative speech, because it emphasizes systematic assessment criteria that align with principles of effective speaking assessment.

B. Review of Related Findings

The first relevant research is an article entitled *“Enhancing Student’s Public Speaking Skills: Evaluating the PIPA Model for Effective Communicative Speech”*, written by Rahayu, Rozimela, and Jufrizal (2022). This research aims to evaluate speaking competence through the application of the Informative Persuasive Presentation Assessment Model (PIPA) in the context of communicative speech. The method used in this research is descriptive qualitative, the data used is in the form of video documentation of the speech of the participants of the Puteri Indonesia 2022 competition. The evaluation examined several aspects of speaking performance such as organization, supporting material, substance of content, articulation, nonverbal communication, and the use of visual aids.

The research findings show that the PIPA Model offers a systematic and comprehensive framework overall to assess public speaking skills as it enables the assessors to identify the strengths and weaknesses of each component of speaking. The results show that the model is able to capture the speaker’s ability to organize ideas, deliver informative and persuasive content, articulate clearly, and use appropriate non-verbal expressions and visual aids.

This implies that the PIPA Model is useful for assessment of structured

speaking tasks that require clarity, coherence and audience engagement. Although the research participants were adult speakers, the findings are relevant to current research because the framework of assessment emphasizes the basic building blocks of speaking that are also relevant in basic English language learning. For example, this research, which aims to measure the speaking skills of elementary school students in describing daily activities, can adopt the PIPA Model to evaluate students' ability to organize simple ideas, use appropriate vocabulary, articulate speech in an easily understandable manner and demonstrate basic nonverbal communication.

The second relevant research is an article entitled "Formative Assessment as an Evaluation Tool for Elementary Students' Speaking Skills in Indonesian Language Learning: A Descriptive Qualitative Study" by Maulida, Lestari, Sari, and Safutri (2025). The objective of this study was to investigate the use of formative assessment as a tool to evaluate the speaking skills of elementary students in learning Indonesian. Descriptive qualitative research design was employed in data collection thru observation, interview, documentation and assessment based on rubric. The findings showed the systematic way to assess the students' speaking skills and identify the strengths and weaknesses in the learning process by using formative assessment. The study also pointed out the necessity of using appropriate assessment tools to gain a better understanding of students' speaking performance.

The research is relevant to the present study because both studies are about the assessment of the speaking ability of elementary students and use a descriptive qualitative approach in examining the oral performance of students. The previous study emphasizes the importance of systematic assessment and rubric-based

evaluation to identify students' speaking abilities which is also relevant to the current research by using the PIPA Model. However, the current research differs in terms of context and assessment framework. This research focuses on the ability of elementary students to explain their daily activities based on the PIPA Model, including the assessment of organization, supporting materials, content, articulation, nonverbal communication, and visual aids. Hence, the present research results support the previous research that structured assessment can be used to identify and describe elementary students' speaking performance.

The third research is a review related to this research. The title of the research is "Measuring the Development of Encouraging and Understanding Quality in Speaking Skill thru Telling Daily Activity in SMA Tarbiyatul Islam NWDI Wanasaba". This research aims to evaluate the development of students' speaking competence through the activity of recounting daily routines, with an emphasis on the dimensions of courage and quality of understanding in speaking.

Although this research was conducted at the high school level, the findings are still relevant to the current research because they highlight the assessment of speaking competence through the task of describing daily activities, which is the basic foundation of speaking skills in English language learning. In the context of this research, which focuses on evaluating the speaking competency of elementary school students in describing daily activities, the findings and assessment framework of the research can be adapted to assess students' ability to organize simple ideas, use appropriate vocabulary, speak with a clear level of understanding, and demonstrate courage in oral communication.

The fourth relevant research is titled "*Enhancing Students' Communicative Competence Through Daily Language Activities*" by Khasyar

(2020). His research was geared toward improving students' communicative skills by using everyday language activities which were planned to make students feel at ease in using English in real communicative situations. The research was conducted using field research methodology with descriptive qualitative method. Data were obtained thru in-depth interviews and observations on the implementation of everyday language activities in an educational environment. These activities allowed students to interact actively in English, helping them to use the language in a routine way based on the situation and communicative purposes.

Although this research is not exactly about the assessment of speaking skills or the use of Android-based media, it is still relevant to current research because of its focus on daily activities as a pedagogical context for teaching speaking. The results of this research that investigated the assessment of elementary school students' speaking skills in describing daily routines support the premise that daily language activities can be a framework for training and developing students' speaking skills. .

The fifth relevant study is titled “ *Assessing the Speaking Skill: A Study in the Third Level Education* ” by Nurkhofifah et al., (2023) This research aims to examine the concepts, methods, and instruments of speaking ability assessment in English language learning, particularly in the context of higher education. The research indicates that speaking ability is an important indicator of oral communication skills and an important part of mastering English as an international language.

This research is a library research method with a research synthesis approach. It is done by reviewing and analyzing different scientific articles related

to speaking skill assessment published from 2015 to 2023. The data were analyzed by using content analysis to find out the methods, techniques and tools used to measure speaking skills in learning English.

Overall, the five relevant studies demonstrate that speaking skill assessment is important in improving students' communicative competence in English learning as it requires a systematic, structured and context-based approaches. The PIPA Model offers a thorough framework for evaluating important elements of speaking including organization, content, articulation and nonverbal communication. It can be modified to the elementary school level by simplifying the criteria. Furthermore, clear, valid and reliable assessment rubrics assist in accurate measurement of students' speaking performance. In addition, research on the use of daily activities tasks indicates that describing everyday experiences is an effective method of developing and assessing speaking skills, as students are able to articulate ideas in familiar contexts. Daily language activities enable students to have meaningful and continuous speaking practice. These studies, in general, lay a good theoretical and practical foundation, highlighting the suitability of combining structured assessment models with suitable speaking tasks for the assessment and development of speaking skills of elementary school students.

C. Conceptual Framework

The objective of this research is to measure the speaking skill of elementary school students in describing daily activities thru PIPA (Persuasive Informative Performance and Assessment) model. This research will be conducted at SD Negeri 007 Rambah as research location. taking into account the characteristics of English language learning at the elementary education level.

Speaking competency is an important aspect of language skills that needs to be developed from primary education because it plays a role in building communication skills, confidence, and the ability to convey ideas orally. At the elementary level, speaking competency means the ability to deliver information simply and coherently, use appropriate vocabulary, and have pronunciation that can be understood according to the students' stage of development. The activity of describing daily activities was chosen because it is close to the students' real experiences, so that they can convey ideas in a natural and meaningful way. The framework used for assessing speaking competence was the PIPA (Persuasive Informative Performance and Assessment) model. This model has systematic stages that are suitable for elementary school students. The persuasive component measures the students' ability to interact and influence others in simple communicative ways. The informative component stresses students' ability to present and communicate descriptions orally, in a clear and structured way. The performance component focuses on students' actual speaking ability, including fluency, pronunciation, vocabulary use, and confidence. Finally, the assessment component is used to evaluate students' speaking competency comprehensively based on predetermined criteria.

The conceptual framework of this study views speaking competence as a skill that can be developed through continuous practice and the use of contexts that are familiar to students. Through the application of the PIPA model, the evaluation process is not only oriented towards the final result, but also pays attention to the process of developing students' speaking competence. Thus, this study is expected to provide a comprehensive picture of the speaking competency

of Raissalam Islamic Elementary School students in describing daily activities and contribute to the development of effective and contextual English speaking competency evaluation practices at the elementary school level.

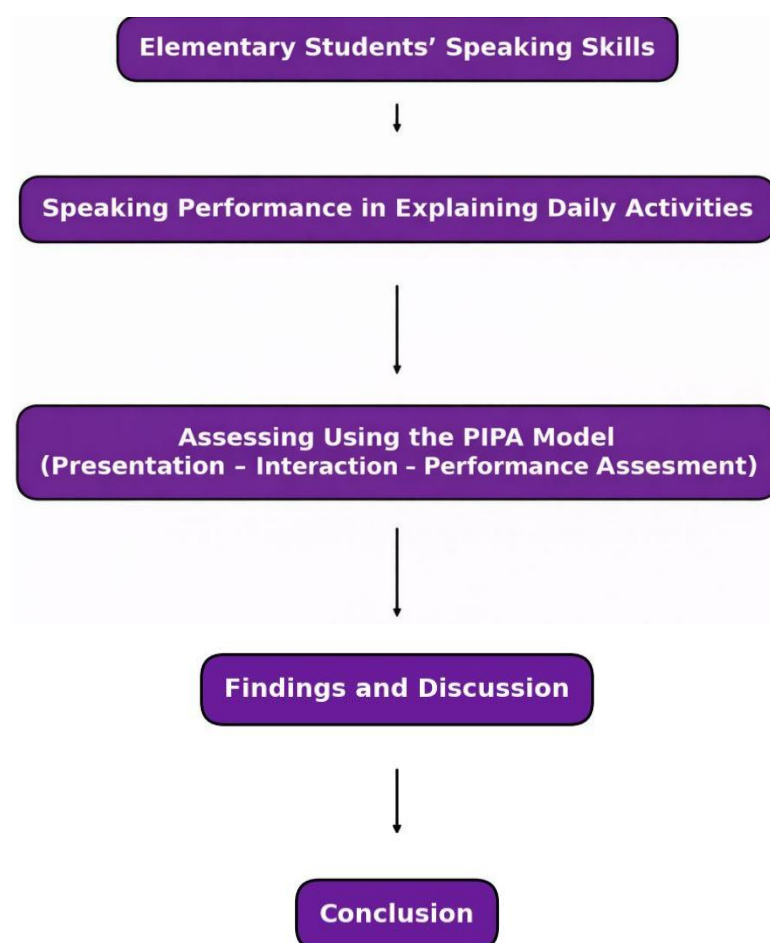


Figure 1. Conceptual Framework

The objective of this study was to determine the speaking competence of elementary school students in describing daily activities by applying the PIPA (Persuasive Informative Performance and Assessment) model at SD Negeri 007 Rambah. The ability to speak is regarded as a key component of language learning in primary education because it aids in the development of communication skills, self-assurance, and the capacity to articulate thoughts orally. At this level, speaking competence implies the ability to communicate information in a simple

and logical way, using sufficient vocabulary and intelligible pronunciation.

The subject matter for the daily activities was chosen because it is directly related to the real life experiences of students and thus enables them to express ideas more spontaneously and meaningfully. The PIPA model is employed as an evaluation framework due to its systematic components. The persuasive part measures the students' ability to interact and influence others in simple communication such as answering questions, giving opinions and giving reasons. The informative component evaluates students' ability to deliver structured oral descriptions clearly and coherently. The performance part of the test evaluates the students' speaking ability in terms of fluency, pronunciation, vocabulary use and confidence in real or near-authentic situations. The assessment component provides a comprehensive evaluation based on predetermined criteria to ensure systematic and objective measurement of students' speaking competence.

Speaking competence in this study is conceptualized as a skill that is developed thru continued practice and familiar contexts. The application of these components in the evaluation process is not only aimed at the final outcomes but also the process of students' speaking ability development. This research is expected to provide a comprehensive overview of students' speaking competence and contribute to the development of effective and contextual English speaking assessment practices at the elementary school level.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research methodology used to test the speaking skills of elementary school students in describing daily activities thru the application of the PIPA model on the Android platform. This section deals with research design, research location, subjects and sampling methods, instruments, data collection and data analysis. All methodological aspects have been systematically designed to guaranty accuracy and to achieve the research objectives.

A. Research Design

This research is a qualitative descriptive research design which describes and evaluates the speaking skills of elementary school students in describing their daily routines using the PIPA (Persuasive Informative Performance and Asessmen) Model. This research will be conducted at SD Negeri 007 Rambah, involving elementary school students engaged in English language learning as part of formal educational activities. A qualitative descriptive design was chosen because this research did not aim to test hypotheses or compare specific interventions, but rather to comprehensively understand the dynamics of learning, students' speaking performance, and students' responses to the application of the learning model and media used.

According to Hammarberg et al. (2016) qualitative methods applied to answer questions related to experiences, meanings, and perspectives, often from the participants' point of view. In learning English in elementary schools, speaking ability cannot be assessed only by numbers, but must be observed thru

the process, behavior, interaction, and student development in the learning process.

So that a qualitative descriptive approach is seen as the most appropriate approach to describe in detail how students use English verbally, how students respond to speaking activities and how the learning environment influences their courage and fluency in communicating. This research is about the observation of students' speaking skills. The speaking skills include the main elements of pronunciation, fluency, vocabulary, confidence and coherence or integration of ideas when the students describe their daily routines.

These elements are very important parts of English speaking skills, especially for elementary school students who are still at the early stages of developing foreign language skills. The topic daily routines was chosen as it is relevant to the students' experience, which allows them to express ideas orally and reduces the cognitive load in the speaking process. The PIPA (Persuasive Informative Performance and Assessment) model is used as a framework to learn and assess students' speaking skills. The persuasive component encourages students to communicate by answering questions, participating in brief discussions and giving simple opinions or reasons. These activities teach students how to interact with others and gain confidence in using language to influence and respond meaningfully. Students should give a structured oral explanation of their daily routine as informative component. This element trains the student to put ideas clearly and to express them orally in an orderly manner before an audience. 122The last stage is Assessment. Assessment is given to find out the speaking skills of students in a comprehensive way with the criteria that have been made based on the elements of speaking skills. The PIPA model is chosen due to its

characteristics such as learning based on performance and continuous feedback. This model is consistent with the needs of English teaching in elementary schools, where students need many opportunities to practice speaking in a supportive and non-stressful environment.. Performance-based learning models have been proven effective in helping students develop speaking skills because they encourage active participation, self-reflection, and gradual skill improvement through direct experience (W. Fadila & Trisno, 2025).

The data of the research were collected thru classroom observation, students' speaking performance assessment, and other supporting documents, such as recordings of learning activities and student assignments. Descriptive analysis was used to describe comprehensively the development and characteristics of students' speaking ability. Therefore, with this qualitative descriptive research design, it is expected that the research will provide an in-depth understanding of the implementation of the PIPA model to support the development of speaking skills of elementary school students, especially in describing daily routines in English, and contributes to developing more effective and contextual English teaching practices at the elementary school level.

B. Setting of the Research

This research will be conducted in SD Negeri 007 Rambah, Rambah Tengah Hilir, Rambah District, Rokan Hulu Regency, Riau Province. SD Negeri 007 Rambah is a public school, a school that provides formal elementary education services based on the national education system of Indonesia. The school was chosen as the research site since it provides a suitable elementary school context for the investigation of students' English speaking skills. This school is especially suitable for evaluating students' capacity to describe their

daily routines with the PIPA Model.

This research will be done in students of fourth, fifth and sixth grade of SD Negeri 007 Rambah in the even semester of academic year. The selection of these grades was considered that students in these levels are experiencing English learning and have gained basic language knowledge to take part in speaking activities. In addition, involving students from different grades allows the researcher to get a wider description of elementary students speaking abilities.

The research period was determined in the even semester because students have adapted to the school environment, teachers, and classroom learning routines in the previous semester. It was expected that the learning environment would be more conducive and supportive to the undertaking of speaking assessments. The students were familiar with the classroom procedures and learning expectations which helped to carry out the research activities effectively.

The reason for selecting students in the grades of IV and V and VI was that they are the upper level of elementary school learners who have built up their cognitive, linguistic and social skills gradually. Students are expected to have enough vocabulary and basic knowledge of English to express ideas on familiar topics like describing their daily activities. Students at these grades are also generally able to participate in performance-based learning activities, communicate with peers, and share their ideas using spoken language.

The researcher decided SD Negeri 007 Rambah as the research site based on the relevance to the objective of this study that is to assess the students' speaking skill thru contextual speaking activity. Describing daily activities allows students to use English based on their personal experiences, making the speaking task more meaningful and easier to perform. Through the implementation of the

PIPA Model, students are given opportunities to demonstrate their speaking performance through the stages of Persuasive Informative Performance and Assessment.

Therefore, students from grades IV, V, and VI of SD Negeri 007 Rambah are considered appropriate participants for this research because they can provide meaningful information regarding elementary students' speaking performance and the application of the PIPA Model in assessing English speaking skills. During the research, students participated in a series of structured speaking activities in accordance with the stages of the PIPA model, namely Persuasive Informative Performance and Assessment with the main topic being describing daily routines. (Pipit & Rozimela, 2023)

C. Population and Sample

1. Population

According to Sugiyono's (2013) , a population refers to a group of objects or individuals that possess certain characteristics and are determined by the researcher to be studied and from which conclusions are drawn. The population of this research consists of all students from grades IV, V, and VI at SD Negeri 007 Rambah in the current academic year. The population was selected because students in these grades have received English learning experiences and have developed basic English competencies that enable them to participate in simple speaking activities, particularly in explaining their daily activities. Furthermore, students from grades IV, V, and VI are considered suitable participants because they have reached an elementary level of cognitive and language development that allows them to express ideas, organize information, and perform speaking tasks using English. Hence this population is considered relevant for research

purposes where the goal is to assess the speaking competence of elementary school children thru the use of the PIPA (Persuasive Informative Performance and Asessmen) model.

2. Sample

The sample in this research was all students of grade IV, V, and VI SD Negeri 007 Rambah amounted to 36 students. The participants were 13 students of grade IV, 11 students of grade V and 12 students of grade VI. This research used a total sampling technique, namely a technique that includes all members of the population as a research sample. Total sampling was selected because the number of students participating in this research was relatively small and manageable, which allowed the researcher to gather data from all participants in a more detailed and comprehensive manner.

The use of total sampling is also appropriate with the descriptive qualitative design of this research which is aimed to gain an in-depth understanding of students' speaking skills not to generalize the findings to a larger population. The researcher was able to find out different levels of students' speaking performance by involving all the students of grades IV, V, and VI such as their ability to organize ideas, use vocabulary, pronounce words, and deliver explanations about their daily activities thru PIPA Model.

In addition, the inclusion of all 36 students provided more information about the characteristics and differences of elementary students' speaking ability. Based on the data from different grade levels, the researcher could describe more comprehensively the implementation of PIPA Model and the students' speaking performance in the setting of SD Negeri 007 Rambah. The sample selected was therefore considered sufficient to represent the population of research and to

support the objectives of the present study.

D. Instrumentation of the Research

The research instrument in this study is a speaking performance task that aims to measure the ability of elementary school students to speak in describing daily activities thru the application of the PIPA model (Persuasive Informative Performance and Assessment). This instrument is a tool for collecting qualitative data on the students' speaking performance, learning behavior and responses during the learning process. The research instruments in qualitative descriptive research are used not only to measure the outcomes but also to capture the learning process, the interactions, and students' development during instructional activities. Therefore, the instrument in this study is developed in the form of performance-based speaking tasks with a structured rubric for assessment.

1. Speaking Test Design

The speaking test of students is as follows: students are asked to orally describe their daily activities in English from morning until nite, with a duration of about 1-2 minutes. "Kindly tell me what you do from morning to nite during the day in English.

We can give students helping questions to guide them thru the test. For example: "What time do you wake up?", "What do you do in the morning?" and "What do you do at nite? Research data is collected from Android devices recording students' performances. The speaking test consists of four main parts.

The persuasive element can be observed in the way students respond to questions from the teacher or their peers after their presentation. At this stage students are encouraged to express simple opinions, give short explanations and participate in simple communication. This builds their confidence and ability to

communicate in a meaningful way. The informative part is represented by students' oral reports about their daily activities in a clear and consistent sequence. This component teaches students how to express their ideas in a logical way and make sure that their message is easily understood by the listeners. The performance component allows for students to revise or repeat their speaking performance following feedback. This process helps the students to enhance their fluency, pronunciation, vocabulary usage and the overall quality of speaking by constant practice.

Finally, the assessment part is to assess students' speaking performances using a structured rubric with constructive criticism. This provides a balanced and comprehensive assessment of all aspects of students' speaking ability. The main speaking task asks students to describe their daily lives in English, including their morning activities, what they do at school, and what they do at home. This method allows the students to practice their speaking in a more comfortable and familiar situation and gives the researcher the opportunity to record and analyze the students' speaking performance in more depth.

2. Speaking Test Form (Student Test Sheet)

In an effort to facilitate the systematic implementation of the speaking test, the researcher gives students the test format in the form of a student task sheet. This sheet is intended to be simple, communicative and suitable for elementary school students.

RESEARCH INSTRUMENT

SPEAKING TEST

Assessing Elementary Students' Speaking Skills in Describing Daily Activities through the PIPA Model

Assalamu'alaikum Wr. Wb.

Dear Students,

Thank you for your willingness to participate in this speaking test. This test aims to identify students' ability to speak in English, especially in describing daily activities through the implementation of the PIPA model (Persuasive Informative Performance and Assessment). During the test, students will be asked to describe their daily activities in English. There is no need to worry about making mistakes, as this test is intended to observe students' learning process.

Please note that:

1. The test results will be kept confidential.
2. Students may participate in the test comfortably without pressure.
3. This test does not have any negative impact and is used only for research purposes.

Thank you for your attention and participation.

Wassalamu'alaikum Wr. Wb.

a. Student Identity

Name : _____

Class : _____

Date : _____

b. Task Instruction

Students are required to read all the instructions carefully before starting the task. Make sure that each part of the instructions is clearly understood so that the task can be completed correctly. If there is any part that is not clear, students may ask the teacher before beginning the speaking activity.

Students must prepare themselves before speaking in English. This can be prepared by having them think about the daily activities they will describe, from waking up in the morning until going to bed at night. Students are also encouraged to remember simple vocabulary related to daily activities to express their ideas.

Students are required to speak for at least 2 minutes continuously. Use simple, clear, and understandable sentences. Students need not use difficult language but they should try to speak fluently and confidently. Don't pause too long, keep the explanation flowing and structured.

Students will have to describe their daily activities in English as a short spoken narration. The description must be presented in a clear and logical sequence, starting from morning activities after waking up, followed by activities at school, then activities in the afternoon, and ending with activities at night before going to bed.

When delivering the story, students must explain each activity clearly and not speak too fast. Use simple connectors to make the story easier to understand. Students are expected to stay focused on the topic of daily activities and not go beyond the given task.”

c. Opening Example (Optional Support)

“My name is ... I will tell you about my daily activities.”

INSTRUMEN PENELITIAN
TES BERBICARA (SPEAKING TEST)
Assessing Elementary Students' Speaking Skills in
Describing Daily Activities through the PIPA Model

Assalamu'alaikum Wr. Wb.

Siswa yang terhormat,

Terima kasih atas kesediaan untuk mengikuti tes berbicara ini. Tes ini bertujuan untuk mengetahui kemampuan siswa dalam berbicara bahasa Inggris, khususnya dalam mendeskripsikan kegiatan sehari-hari melalui penerapan model PIPA (Persuasive Informative Performance and Assessment).

Selama tes berlangsung, siswa akan diminta untuk menceritakan kegiatan sehari-hari dalam bahasa Inggris. Tidak perlu khawatir jika masih melakukan kesalahan, karena tes ini bertujuan untuk melihat proses belajar siswa.

Perlu diketahui bahwa:

1. Hasil tes akan dijaga kerahasiaannya.
2. Siswa dapat mengikuti tes dengan nyaman tanpa tekanan.
3. Tes ini tidak memberikan dampak negatif dan hanya digunakan untuk keperluan penelitian.

Atas perhatian dan partisipasi siswa, saya ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

a. Identitas Siswa

Nama: _____

Kelas: _____

Tanggal: _____

b. Instruksi Tugas

Siswa diminta untuk membaca seluruh instruksi dengan teliti sebelum memulai tugas. Pastikan setiap bagian instruksi dipahami dengan baik agar tugas dapat dikerjakan dengan benar. Jika ada bagian yang belum dipahami, siswa dapat bertanya kepada guru sebelum memulai kegiatan berbicara.

Siswa harus mempersiapkan diri sebelum berbicara dalam bahasa Inggris. Persiapan dapat dilakukan dengan memikirkan kegiatan sehari-hari yang akan diceritakan, mulai dari bangun tidur hingga sebelum tidur kembali di malam hari. Siswa juga disarankan untuk mengingat kosakata sederhana yang berkaitan dengan aktivitas sehari-hari agar lebih mudah dalam menyampaikan cerita.

Siswa harus berbicara minimal 2 menit secara berkelanjutan. Gunakan kalimat yang sederhana, jelas, dan mudah dipahami. Siswa tidak perlu menggunakan bahasa yang sulit, tetapi harus berusaha berbicara dengan lancar dan percaya diri. Hindari jeda yang terlalu lama agar penyampaian tetap runtut.

Siswa diminta untuk menceritakan kegiatan sehari-hari dalam bahasa Inggris dalam bentuk cerita lisan. Cerita harus disampaikan secara berurutan, dimulai dari kegiatan pada pagi hari setelah bangun tidur, kemudian kegiatan di sekolah, dilanjutkan dengan kegiatan pada sore hari, hingga kegiatan pada malam hari sebelum tidur.

Dalam menyampaikan cerita, siswa harus menjelaskan setiap kegiatan dengan jelas dan tidak terlalu cepat. Gunakan kata penghubung sederhana agar cerita lebih mudah dipahami. Siswa diharapkan tetap fokus pada topik kegiatan sehari-hari dan tidak keluar dari pembahasan yang diminta.

c. Contoh Awalan (Opsional)

“Nama saya ... saya akan menceritakan kegiatan sehari-hari saya.”

E. The Technique of Collecting the Data

Data collection in this research will be conducted to obtain accurate and relevant information about students' speaking abilities in describing daily routines through the PIPA model. According to Anggini (2021) data collection aims to gather factual data and explanations that support the research objectives. Therefore, the right data collection technique is very important to comprehensively describe students' speaking performance..

Data will be collected during English learning activities in grade IV of SD IT Raissalam Rambah through the implementation of the PIPA (Persuasive Informative Performance and Assessment) Model. The data collection procedure is described as follows:

- 1. Documentation:** Supporting data is collected through documentation including video recordings of students' speaking activities, screenshots of the Android-based learning process, and notes on students' speaking tasks. These documents are used to reinforce observation and assessment data
- 2. Data Organization:** Data collected from speaking assessments, observations, and documentation is systematically organized and analyzed descriptively to describe students' speaking skills and their responses to the implementation of the PIPA model.

F. The Technique of Analyzing the Data

Data analysis in this research will applied a qualitative descriptive approach that aims to describe students' speaking abilities in describing daily routines through PIPA (Persuasive Informative Performance and Assessment) Model. The analysis focused on students' speaking performance, learning dynamics, and student responses during learning activities without involving

statistical analysis. The data analysis process will be carried out in several stages as follows:

First, the researcher organized all the collected data, including student speaking recordings, observation notes, assessment rubrics, and documentation. The data will then be classified based on speaking ability components and PIPA model stages. Second, the data will be examined in depth to identify patterns, strengths, and weaknesses in students' speaking abilities, particularly in terms of pronunciation, fluency, vocabulary, confidence, and coherence. Last, speaking ability will be assessed using the PIPA rubric.

G. Grading Criteria Based on the PIPA Model

(PERSUASIVE INFORMATIVE PERFORMANCE ASSESSMENT)

The instrument used in this research was a speaking assessment rubric in the form of a table based on the PIPA (Persuasive Informative Performance and Assessment) model. The rubric was developed based on expert theory and relevant literature in speaking assessment. The rubric used in this study was directly taken from (Pipit & Rozimela, 2023).

Table 1. Grading Criteria Based on The PIPA Model

The student Standard	Advanced 4	Proficient 3	Basic 2	Minimal 1	Deficient 0
Organization	Topic engages audience; 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 scant new information to audience.	Topic is too trivial, too complex, or inappropriate for audience; topic is not suitable for the situation.	A single topic cannot be deduced.

Supporting Material	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 appropriate 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; greater quantity/quality of material needed; some sources of very poor quality	Supporting materials are nonexistent or are not cited.
Content	Very well organized; Define/Describe/Explain/Demonstrate subject matter of informative speech very clear, provides better	Good organized; Define/Describe/Explain/Demonstrate subject matter of informative speech	Average organized; Define/Describe/Explain/Demonstrate subject matter of informative speech average level, provides average	Define/Describe/Demonstrate subject matter of informative speech fair level, provides fair knowledge, shape the	Poor organized; Define/Describe/Explain/Demonstrate subject matter of informative speech

	knowledge, shape perceptions, helping listening to understand the variety of alternative point, enhance the ability to survive and evolve better.	good level, provides good knowledge to, shape the perceptions of, helping the listening to understand the variety of alternative point, enhance the ability to survive and evolve good level	knowledge, shape perceptions, helping listening to understand the variety of alternative point, enhance the ability to survive and evolve average level.	perceptions, helping listening to understand the variety of alternative point, enhance ability to survive and evolve fair level	poor level, provides poor knowledge, lack of shape the perception of, lack of helping the listening to understand the variety of alternative point, lack of the ability to survive and evolve
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Articulation	Language is exceptionally clear, imaginative and vivid; completely free from bias, grammar errors and inappropriate usage.	Language appropriate to the goals and of the presentation; no conspicuous errors in grammar; no evidence of bias	Language selection adequate; some errors in grammar; language at times misused (e.g., jargon, slang, awkward structure)	Grammar and syntax need to be improved as a level of language sophistication; occasionally biased	Many errors in grammar and syntax; extensive use of jargon, slang, sexist/racist terms or mispronunciations.
Non-verbal Communication	Posture, gestures, facial expression and eye contact well developed, natural, and display high levels of poise and confidence	Postures, gestures and facial expression suitable for speech, speaker appears confident	Some reliance on notes, but has adequate eye contact, generally avoids distracting mannerism	Very limited vocabulary and often inappropriate.	Speaker relies heavily on notes; nonverbal expression stiff and unnatural.

Visual Aids	Exceptional explanation and presentation of visual aids; visuals provide powerful insight into speech topic; visual aids of high professional quality.	Visual aids well presented; use of visual aids enhances understanding; visual aids of good quality	Visual aids were generally well displayed and explained; minor errors present in visuals.	Speaker did not seem well practiced with visuals; 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.
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Table 2. The PIPA model's range level of scoring
The PIPA model's range level of scoring

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

Source : From Rahayu, Rozimela, and Jufrizal (2022)