



Speech reading ability of class 3 students MI Nurul Ikhsan

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ABSTRACT

Background: Reading is one of the important aspects that must be mastered by students, speech is also an important aspect in this study because it is to train students' confidence from an early age.

Purpose: This study aims to determine the ability to read speech in grade 3 students of MI Nurul Ikhsan.

Design and methods: This research is using quantitative descriptive methods.

Results: The results of this study indicate that students who get the very good category are 10.5% for those who get the good category are 24%. which is commonly obtained by students, namely in the less good category as much as 31%. From the results of the study, it can be concluded that the ability to read speech in grade 3 students can be said to be not good.

Keywords: Ability, Reading, Speech

Introduction

President Regulation Number 16 of 2010, concerning the use of the Indonesian language in the official speeches of the president and/or vice president as well as other government officials, prohibits the use of other Indonesian languages based on Article 40 of Law Number 24 February 2009. The government deems it necessary to issue a presidential decree regarding the use Indonesian. Presidential Regulation (Perpres) Number 63 of 2019 concerning the Use of Indonesian. According to the Presidential Decree, the use of Indonesian must meet the criteria for good and correct Indonesian according to the Indonesian Language Rules, which according to the Ministerial Decree include grammar rules, spelling rules, and terminology rules.

Teaching Indonesian is one of the subjects taught at all levels of education, from elementary school to university. One of the objectives of teaching Indonesian in general is for students to understand Indonesian in terms of form, meaning and function and to use it appropriately and creatively for various purposes, needs and situations of everyday life. One of the benefits that can be utilized in everyday life is reading (Albiladi, 2019).

Learning is the interaction between students and trainers and learning resources in a learning environment. Learning is the assistance provided by educators to control the process of acquiring knowledge, skills and character as well as forming attitudes and beliefs in students. This is consistent with the statement that learning is teacher preparation to attract and convey information to students, so that teacher-designed preparations can help students achieve learning objectives. Learning is a process where behavior changes based on experience (Puspitarini & Hanif, 2020).

Skill is a person's ability to perform various tasks in the workplace. Ability is a current assessment of what a person can do. Reading is an activity that involves examining written text and the process of understanding the contents of the text (Bahri & Parudani, 2022). Reading is an expression of imagination to readers that is liked and understood by the wider community, reading activities include reading aloud and reading quietly, reading aloud is reading that is done by reading aloud in public. Language is the expression of thoughts through words. Speech addressed to the public. In addition, a speech is a discourse that is prepared to be delivered in front of an audience (Putri, 2021). Based on the above understanding and my research, the title of my research is Speech Reading Ability in Class 3 Students of MI NURUL IKHSAN.

In the 2013 curriculum, language conveys an idea to convince an idea. Speaking In the form of conveying an idea in public or in front of many people, speech is usually used by someone to convey and offer information, suggestions and encouragement.

Researchers are interested in conducting a study that looks at the extent to which students' abilities in speech. Speech is one of the speaking activities carried out by someone in front of an audience or audience or the general public in order to convey something related to the activity being carried out. In the speech text, it is necessary to pay attention to the following: intonation, tempo, pauses, and articulation. The speech must also be supported by various things such as language style, gestures, other tools or equipment that support the delivery of information in the speech (Marge et al, 2018). From this explanation it can be concluded that in reading speeches it is necessary to have confidence and in reading speeches students need to pay attention to intonation, tempo and pauses,

In reading the speech text shows that the scores for the ability to read speech texts show that no students reach the very good category. There were also no students who reached the good category and the sufficient category was only achieved by 3 students (Sagaf & Djais, 2019), in reading speech text students are expected to be able to improve and develop their ability to read according to intonation, tempo and pause correctly so that they can experience an increase (Putriyani 2019), Out of 14 new students 2 students have a minimum speech reading proficiency standard and the rest need to be given and find alternative learning alternatives can improve students' ability to read speeches (Sulastri, 2021). where in fact from the several articles above there are still many elementary school students who have not been able to read speech properly according to intonation, tempo and pause according to Hamidin (2016) guidance. Assessments should be designed to train students to read speeches confidently by giving students the opportunity to reread the text of the speeches. Hopefully by reading the text of the speech this time it will be equipped with earlier preparation and knowledge so that you get good results and are in accordance with the desired expectations.

Therefore the purpose of this study was to determine the speaking skills of grade 3 students at MI NURUL IKHSAN CIBANTENG CIAMPEA, the aspects assessed consisted of intonation, tempo, and pauses.

Methods

This research was conducted at MI NURUL IKHSAN, Ciampea sub-district, Bogor regency, and the subject was 35 grade 3 students. The data collection technique used video recordings of students reading speeches.

This research method uses a descriptive quantitative approach. Descriptive research is a research method that seeks to describe the object or subject studied in depth, broadly, and in detail. Descriptive quantitative approach is a research method that aims to create an objective picture or description of a situation using numbers. The data collection technique in this study was from recordings of students giving speeches. The data analysis technique

in this study is the use of an assessment sheet test intended to obtain data in the form of scores which will show how students' mastery of speech is based on theory from (Hamidin 2020)

The validity test uses the Pearson product moment formula. The reliability test uses Cronbach's alpha formula, then valid data is carried out by calculating descriptive statistics to produce data distribution in the form of a pie chart.

Findings & Discussion

Findings

The results of this study describe the speaking skills of grade 3 students of MI NURUL IKHSAN, Ciampea sub-district, Bogor regency. The assessment indicators include intonation, tempo, and pauses. Based on the research conducted, there were results showing that students in class 3 at MI NURUL IKHSAN totaled 35 students.

Below is a table of the results of the validity test of several indicators

Table 1 Intonation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	2.9	2.9	2.9
	15	10	28.6	28.6	31.4
	20	14	40.0	40.0	71.4
	25	10	28.6	28.6	100.0
	Total	35	100.0	100.0	

According to the intonation table in the validity test above, the results are valid, because of the several values obtained by students with the frequency of each value, a valid cumulative person result is obtained, because the total correlation coefficient is 1.00.0 (very high).

From the intonation value, there was 1 (2.9%) student who got the lowest score, namely 10 because the student read too slowly so that the score was not optimal, and the absence of previous preparation from these students resulted in nervousness and lack of confidence when appear before.

Table 2 Tempo

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	3	8.6	8.6	8.6
	10	13	37.1	37.1	45.7
	15	10	28.6	28.6	74.3
	20	8	22.9	22.9	97.1
	25	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

According to the validity test tempo table above, valid results are obtained because of the several values obtained by grade 3 students, totalling 35 people with the frequency of each value getting valid cumulative person results, because the total correlation coefficient is 1.00.0 which means (very high).

From the tempo data above, there are students whose scores are very low, which are obtained by 3 people, 8.6% of students because these students are too fast and in a hurry to read speech texts so that the scores obtained are not optimal, the second factor is because there are reading difficulties experienced those 3 students. 3 students are not fluent in reading.

Table 3 Pauses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	3	8.6	8.6	8.6
	10	19	54.3	54.3	62.9
	15	10	28.6	28.6	91.4
	20	3	8.6	8.6	100.0
	Total	35	100.0	100.0	

Discussion

According to the table above, it explains that the data is valid because of the several values obtained by grade 3 students, totaling 35 people with the frequency of each value getting valid cumulative person results, because the total correlation coefficient is 1.00.0 (very high)

The ability of students to read class 3 speech MI NURUL IKHSAN in the pause category from the table above shows that there are 3 students who get very low scores 8.6% who get 10 (less) 54.3% and who get good grades only 8.6% of 35 students due to the absence of a temporary stop from sentence 1 to the next sentence. So it seems that you are in a hurry and you want to finish it soon, so the message contained in the speech is not conveyed thoroughly.

The following is data from statistical validity tests which lead to a total sample of 35 for each indicator and there is no mistake (missing) for each indicator with a value of 0, the average value (mean) of the intonation indicator is 19.71% while the tempo is 13.71% and the pause is 11.86% .

The median value of each indicator, starting from the intonation indicator, is 20.00%, while the tempo indicator has decreased, namely 15.00% and the last is the pause indicator with a gain of 10.00%.

As for the range values for each indicator, starting from the intonation indicator 15, tempo 20, and pause 15. For the minimum value itself, get the respective value of each indicator, namely: intonation 10, tempo 5, and pause 5.

The maximum score is very good (25) and good if broken down as follows: intonation gets a score of 25 (very good), tempo gets a score of 25 which means (very good) and the last intonation, namely pause, gets a score of 20 (good).

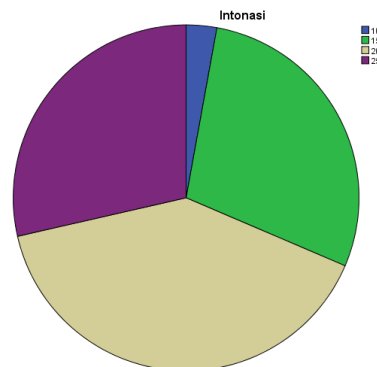
The total value (sum) of each indicator calculated through statistical validity tests is the first intonation indicator with an acquisition of 690, the second indicator, namely tempo with an acquisition of 480, and the last is the pause indicator with an acquisition of 415.

For the reliability test, it uses the Cronbach's Alpha formula from the calculation results of 3 valid statements if 0.04-0.006 is stated to be moderate or moderate, which means the instrument can be used. The reliability of the calculation results gets a value of 0.562.

Intonation is the pitch of a sentence, which also emphasizes certain words in the sentence. Certain tone of intonation can make the difference between success and failure in conveying a message contained in the speech to be delivered. The way children intonate in

delivering their speech has not reached its maximum, there are still many whose voices are slow, in a hurry and do not emphasize certain words in a sentence.

The following is a pie chart of intonation indicators

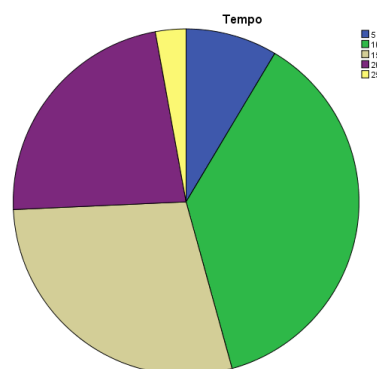


Through the intonation pie chart above, there is data showing that at a value of 10 which is marked in blue, there are 2.9% of students from 100%, then for a value of 15 which is marked in green, there are 28.6% of students from 100%. Furthermore, for those who get a value of 20 (good) which is marked with a cream color there is 40% of 100% and the last one who gets a very good score (25) is marked with a purple color which is 28.6%.

So it can be concluded that from the score on the intonation indicator the highest score that students get is 20 by 40% of students, and the least students get a score of 10 is only 2.9%, thus 97.1% of students have met the criteria for intonation indicator. Whereas the remaining 2.9% still does not meet the criteria because the student reads the speech slowly and in an unclear voice so that he does not get the maximum score like the other students.

Tempo is a measure of speech speed which is divided into three types, namely slow, medium, and fast tempo. A slow tempo usually indicates that the atmosphere in the room is sad and solemn, Moderate tempo usually indicates that the mood is cheerful, fast tempo usually indicates that the atmosphere is excited. depending on what material will be conveyed to the audience. (Rusni, Fretisari, and Munir 2017)

Here's a pie chart of the tempo indicator



Through the tempo diagram above the data on the acquisition of scores obtained by students per indicator on students' ability to speak, students who get very good categories only get 1 student, then students who get good categories are 8 students, students who get in the moderate category totaling 10 students, while for the next category, namely the less category, there are 13 students, and the last category, which is very lacking, is 3 students.

If the percentage of each value per indicator is obtained, a value is obtained, starting with students who get a very good category of 2.9%, students who get a good category of

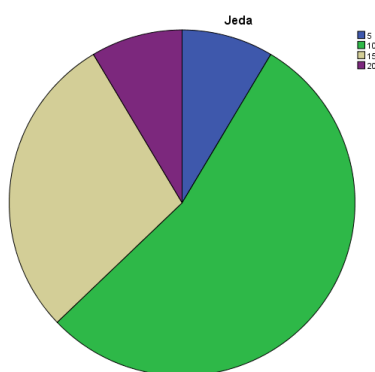
22.9%, then students who get an adequate category, namely 28.6%, then for the category less students obtained as much as 37.1%. And the last category is very less obtained as much as 8.6%.

It can be concluded that the acquisition of scores on the tempo indicator in speech mastery of the material or topics presented is categorized as low because students who get low scores on this indicator are more dominant than students who get very good scores.

Pauses give the audience a chance to think about what the speaker is saying. They process your ideas while you are silent, not while you are speaking. Even a one second pause can give them time to process what was said. Without pause, the audience can be overwhelmed and lose the message you want to convey.

Pauses are also a great way to convey the humorous part of a speech that is about to be delivered to an audience. It acts as a channel of energy between you and your audience, and a pause is a "hold". Pausing allows you to hold and build up energy before releasing it on the punch line. The longer the pause, the more energy you can muster and the more punchline the speech can deliver. (Faizah 2020)

Here's a pie chart of the lag indicator



Through the diagram of the pause indicator above the data on the acquisition of values obtained by students per indicator on the ability of grade 3 students in speech, students who get categories starting from the smallest, namely with very poor categories, are obtained by 3 students, for the next students who get categories less was obtained by 19 students, the next category, which was sufficient, was obtained by 10 students, and then for the good category, it was obtained by 3 students. The last one with a very good category was not successfully obtained by students out of a total of 35 students.

If the percentage of each value obtained by students per indicator then a value will be obtained, starting with students who get the very poor category, namely 8.6%, students who get the less category as much as 54.3%, then for the sufficient category, students get as much as 28.5%, and the last one with a good category was obtained by students as much as 8.6%.

The discussion of research results is the thoughts of the researchers referring to what the researchers found in the field, then presented and analysed in the previous chapter, the description of the subject of this thinking is related to the results of theoretical studies and research results. Other relevant answers regarding the question relate to the analysis of the results of the speech ability assessment sheet of Grade 3 MI NURUL IKHSAN students.

Delivering intonation that is correct, diverse and not monotonous makes the audience interested. For this, students in grade 3 MI NURUL IKHSAN can already do this, as evidenced by the processing of intonation indicator data which scores 40% which is in the good category.

An appearance in a speech is said to be very good if the intonation is complemented by the delivery of intonation, namely the placement of appropriate and appropriate stress, tone, and duration. Even so, getting a good score does not rule out the possibility of having a low or not very good score. This can be seen by the presence of maximum students when giving speeches, with flat intonation which makes it monotonous and boring.

Delivering the tempo in a speech properly and correctly will further perfect the reader to convey the contents of the message of the speech, can adjust how fast or slow the pronunciation of syllables is. So that the audience can hear clearly what message is contained in the speech.

For this, grade 3 MI NURUL IKHSAN students cannot do this because from the more dominant scores students get in the less category, therefore it is necessary to do more mature training for the future so they can achieve grades in very good categories.

Furthermore, for delivering pauses in speech, we can also see the acquisition of the scores from the pie chart above, indicating that students have not been able to do well, because their scores are more dominant in the less category. The same is the case with the tempo indicators above, should they be corrected and held again with practice before students make their speeches?

Conclusion

Based on the research, results and discussion that have been described regarding the study of SPEECH READING ABILITY IN CLASS 3 STUDENTS at MI NURUL IKHSAN from the speech test that has been carried out with a total of 35 students the researcher can examine the value per indicator, then the ability value from the research results above the researcher can draw the conclusion that the level of students' ability to speak is included in the less good category. We can see this from the value per indicator, of the three indicators, only 1 indicator gets a score in the good category, namely the intonation indicator, if it is percentaged, it gets a score as much as 40%. for the other two indicators, namely the tempo and pause indicators, students who get less good grades are more dominant

But it is possible that one day students who still get scores in the less good category if they are often trained in public speaking, they will get maximum results, and be trained again who are still not fluent in reading. And train students to be more confident in the future.

Because that if we keep trying by practicing and studying hard it will produce maximum grades or sweet fruit from hard work, as long as we want to try there the way will definitely open).

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