

## **Crafting People Descriptions: A Case Study of Student Public Speaking in a Non-English Department**

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### **ABSTRACT**

The abilities of students' public speaking are different at some level. This study investigates the students' speaking skills in describing people in the Non-English Department. The type of this research was a quantitative descriptive study design. The instrument of this study was the test; the type of the test was public speaking in describing people. The population of this study was 37 students in the 2nd semester of sports and health education. The sampling technique was total sampling. The sample was 37 students. Primarily based on the result, the researcher discovered that one student (2%) has a good score, 17 students (46%) have an average rating, and 19 college students (51%) have a fair rating. It means that the score of students' speaking skills in describing humans became a truthful stage. It brought about mispronunciation of phrases (body, eyes, nose, and colour), messy grammar, lack of vocabulary, fluency gradual, and comprehension most effective a little and quite simple.

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## **1. INTRODUCTION**

Speaking is one of the most essential competencies to be advanced and more advantageous as a way of powerful conversation. In this case, the information can attack the audience with clear fluency, pronunciation, and vocabulary (Dinarty, F., Sutapa, Y. G., & Bunau, 2018; Humaera, 2015; Nahak, Sarwiji Suwandi, & Nugraheni Eko Wardani, 2020; Ulker, 2017). In line with this, Sisquiarco, Sánchez Rojas, & Abad (2018) state that speaking is a productive aural/oral talent that can be at once and empirically located. The productive aural/oral gives the impact to the students for communicating English properly, it means they are desirable in English. They are fluency, good vocabulary, pronunciation, grammar, and comprehension (Gilakjani, 2012; Ismailia, 2021; Syafiq, Rahmawati, Anwari, & Oktaviana, 2021).

Moreover, Joe, Kitchen, Chen & Feng (2015) state that speaking is an efficient ability that can be at once and empirically discovered; one's observations are continually colored through the accuracy and effectiveness of a take-a-look at-takers losing talent which always compromises the reliability and validity of an oral manufacturing test. In different phrases, someone's potential to talk is effortlessly

measured through the speaking. It can impact the messages of the communication (Ilyosovna, 2020). Besides, Gower (2016) states that speaking is the manufacturing ability that is covered in the most important classes: accuracy and fluency. Accuracy includes the use of vocabulary, grammar, and pronunciation. Through some sports, fluency remembers the potential to maintain going while talking spontaneously. In addition, Januariza & Hendriani (2016) state that specifically speaking will inspire the improvement of fluency in spoken English. Talking fluently, of direction, includes talking without problems and correctly with others; however, it contains an additional assumption in an easy period (Syahidah & Umasugi, 2021).

In addition, Rahayu & Eripuddin (2023) speaking is a primary talent in mastering English and a really crucial language ability, due to the fact it's far incorporated into the mastering technique. In this case, the speaking is delivering a topic in front of the audience and giving the information to the hearers. Sometimes, it is the simple one, but there is the usual mistake happens. Therefore, the lecturers or the trainer should know the students' speaking ability from the small case. One example is describing the people.

Moreover, describing people as the topic of a public speaking assignment is an easy one for English students, but it is a difficult one for non-English students. According to Christie and Emilia (2013) describe humans' goals in describing the unique player in the textual content. It includes descriptive info or facts about the particular player through presenting the outline of its traits, appearances, character, dependency, or characteristics. In line with this, Masruri (2020) states that describing a man or woman is describing specifically components, traits, and characteristics of a phenomenon or a piece of subject information this is being defined, as a part of the paragraph which describes the person. Moreover, the students of non-English departments study a few subjects of English, especially public speaking or describing people. Automatically, this situation influences the students' abilities in public speaking (Rahayu, Rozimela, & Jufrizal, 2022; Sun & Yang, 2018).

Furthermore, there are some scholars investigating the public speaking of non-English students such as Ninuk Sholikhah Akhiroh (2017), who found out; that the lecturer needs to reinforce the role in the teaching and learning process. In addition, Jamilah (2016) investigates public speaking is one of the important things in communicating; the students need various goals to achieve it. Then, teaching English (speaking skills) is the real case faced by the lecturers at Non-English departments in higher education (Iftanti & Binti Maunah, 2021; Joe et al., 2015; Schreiber, Paul, & Shibley, 2018). Moreover, teaching public speaking in the non-English department is a unique one because many aspects influence them.

In line with with this, there is a little bit of research that investigates their abilities and how they perform public speaking, especially in describing people. Mainly, the previous studies pointed out the difficulties and the problems in teaching and learning in the non-English Department. They did not investigate the describing people specifically. Thus, this study is needed to discuss to find out the specific result of the student's public speaking in describing people. This study is expected to help the lecturers or the trainer to solve the problem of teaching students in non-English Departments. Deeply, the institution can make a good policy to improve the students' public speaking in the non-English Department.

## 2. METHODS

This study became a quantitative descriptive study. In line with this, Creswell (2014), quantitative studies are a method for checking out goal theories by analyzing variables. According to. The population in this research is the regular students A in the second semester of Sport and Health Education at the University of Pasir Pengaraian. In this case, if the population is big the researcher is impossible to learn all the population because of limited donation, energy, and time but the conclusion is sample that a sample taken from the population has to be presented. In this research, the researcher used total sampling because the population of second-semester students in the sport and health

education study program was less than 100 students, which meant the sample of this research was 37 students.

In this research, the researcher used speaking tests and documentation as the research instruments. In this research, the researcher used descriptive text to test the speaking skills of the students. Meanwhile, speaking skills were assessed with the speaking component by Hughes (2003). The scoring of consist five criteria: pronunciation, grammar, vocabulary, fluency, and comprehension. The data were collected by giving the test to the students by asking the students to describe someone's performance in front of the class. The purpose of giving the test is to find out the students speaking skills. The researcher gave the topic for performance and students could be free to choose one of the five topics they want to perform.

The researcher used several techniques for analyzing data. Firstly, collecting the data, the data of his study come from the result of collecting the data which is being done in the students speaking test in describing people. Secondly, the researcher chose three raters to help the researcher analyze the data. Thirdly, the researcher gave speaking test records to the raters, fourthly the researcher gave the raters the indicator of speaking skill. Fifthly the researcher and the rated analyze speaking skills based on the indicator of speaking. Sixthly the researcher collected the rater's result. And the last the researcher analyzed the rater's result of the data based on the scoring of students' speaking. After that, the researcher presented results to find out students' speaking skills in sports and health education study programs. To get a percentage of students speaking one common method of assessing speaking skills is based on the following scoring of the students speaking skills.

**Table 1** Range of the Score Speaking Skill

No	Range of the Score	The level of the Skill
1	81-100	Excellent
2	61-80	Good
3	41-60	Average
4	21-40	Fair
5	0-20	Poor

### 3. FINDINGS AND DISCUSSION

#### 3.1 Findings

Based on the student's test, the result of the student's speaking skills in describing people can be seen in pronunciation, vocabulary, grammar, fluency, and comprehension. The result of the test is as follows.

**Table 2.** The Students' Pronunciation

No	Range	Frequency	Percentage
1	81-100	0	0%
2	61-80	1	3%
3	41-60	11	30%
4	21-40	19	51%
5	0-20	6	16%
	Total	37	100%

The data above shows that no student gets the excellent level. It means that the student's skill, especially in describing people, was categorized as weak capabilities. The data represent that most of the students are fair level. Nineteen students got a score between twenty and forty. In addition, the student's skill in grammar part can be seen in the following table.

**Table 3.** The Students' Grammar

No	Range	Frequency	Percentage
1	81-100	0	0%
2	61-80	4	11%
3	41-60	17	40%
4	21-40	16	43%
5	0-20	0	0%
	Total	37	100%

The data presented above provides an overview of the students' performance in the grammar component. The data indicates that a majority of the students fall within the average and fair performance categories. According to the data, seventeen pupils were classified as being at an average level, while sixteen kids were classified as being at a fair level. The findings of this study suggest that there is a need for students to enhance their grammatical proficiency, particularly in the context of public speaking. The subsequent table illustrates the outcome of pupils' proficiency in vocabulary.

**Table 4** Students' Vocabulary

No	Range	frequency	Percentage
1	81-100	0	0%
2	61-80	1	2%
3	41-60	15	41%
4	21-40	21	57%
5	0-20	0	0%
	Total	37	100%

The data show that one student was categorized at a good level. It means that the student's skill in vocabulary needs to improve because most of the students got a score between twenty-one and forty. The students are still weak in the vocabulary component. Besides, the students' weaknesses can be analyzed from the fluency like the following table.

**Table 5.** The students' fluency

No	Range	Frequency	Percentage
1	81-100	0	0%
2	61-80	3	8%
3	41-60	11	30%
4	21-40	23	62%
5	0-20	0	0%
	Total	37	100%

The student's proficiency in the area of fluency is displayed in the preceding table. According to the results, the vast majority of students scored between 20 and 40. The kids' low performance in this area reflects a larger problem with their proficiency in oral communication. The student's fluency skills are also reflected in the following.

**Table 6.** The Students' Comprehension

No	Range	frequency	Percentage
1	81-100	0	0%
2	61-80	1	2%
3	41-60	31	84%
4	21-40	5	14%
5	0-20	0	0%
Total		37	100%

Then, the result of students' comprehension shows that the students' comprehension was categorized at a fair level. It means that the comprehension of the public speaking is still weak. They did not understand about the topic. The students still need a way to comprehend the topic of public speaking.

### 3.2 Discussion

The result of this research consists of the students' pronunciation, grammar, vocabulary, fluency, and comprehension. Firstly, the students' pronunciation proves that the students made the mistake of delivering some sentences that caused the messages of the speaking not to be sent well to audiences. In this case, Owen (2016) agrees that the student's performance and the message of public speaking are influenced by the pronunciation. In addition, the misspelling of the words or sentences of speaking can not be understood and transferred well (Gilakjani, 2012; Mendoza et al., 2016). It means that pronunciation has a significant effect on sending the message to audiences.

Secondly, the result of this study shows that the students are terrible at grammar because the students have difficulties in relating some words and sentences in describing people. This finding is supported by Dailin (2017), who states that the wrong grammar in public speaking makes the students give ideas in public speaking. In this case, the students need some stimulus to improve their grammar, such as watching a video or using a visual aid (Dailin, 2017; Meinawati, Harmoko, Rahmah, & Dewi, 2020).

Thirdly, the students' vocabulary is also poor in describing the people. This fact happened because they did not understand how to describe a person. Furthermore, Akhiroh (2017) agrees that the problem in describing people is that the students can not explain the aspects of appearance and personality. Then, Iftanti & Binti Maunah (2021) describe a person as describing specific parts, qualities, and characteristics of a phenomenon or a subject details that is being described, part of a paragraph that describes the character. In addition, in describing a person, the description focuses on the characteristics of the person, what the person looks like, and other information or characteristics of the person being described.

Fourthly, the result shows that most of the students are unfluent in describing people because of the unusual activities in the teaching and learning process. In line with this, Rahayu (2015) states that most students can not speak well when they get new topics. Besides, the students feel nervous, self-confident, and shy when delivering a speech (Joe et al., 2015; Prachanant, 2012; Rahayu, 2015b). It means that the level of students' speaking skills is influenced by the habits in the teaching and learning process.

Finally, the students deliver public speaking, especially in describing people as unsuccessful. It means that the student's comprehension is still low. In this case, they can not memorize and explain about the people. In addition, Zhao (2013) mentions the process of describing is done by describing the characteristics of the thing being described. The process begins with identifying, classifying, and focusing on its characteristics, behaviors, functions, and others.

#### 4. CONCLUSION

The findings of the research indicate that students encounter challenges in verbal communication within the context of sports and health education due to difficulties in memorising the English language, limited lexical knowledge, and a sense of reticence when it comes to speaking English. This study provides evidence supporting the existence of a distinct pedagogical approach for instructing English to individuals who are not native English speakers. The proficiency and aptitude of students in utilising the English language have a significant influence on their ability to effectively engage in public speaking, particularly when it comes to accurately characterising individuals. Hence, the findings of this study will serve as a valuable tool for educators to enhance and advance their instructional techniques and pedagogy in the context of English language acquisition. The anticipated outcome of this study is that it will serve as a catalyst for increased interest and engagement in the English language curriculum.

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