

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

The finding that the researcher shows based on the results and data analysis. The data analysis consisted of two section; the data analysis of the test and interview.

1. The Students' Skill in Performing a Speech

The test are used to know the students' skill in performing a speech, based from the test it would showed the range of grade from students performance in speech. The distributed to the students was a test to show students performance in speech by some instruction from the research such as, decide their own title, doing a self introduction before speech, linked the references if they had, and recording their self while do the speech. After the researcher accumulated students' grade from the test, the researcher got the results of the students' grade in performing a speech.

Since the researcher adopted the public speaking competencies and criteria form assessment from national communication association (NCA), the researcher also used the scoring technique based on national communication (NCA) to showing the range of grade from the students' performance. In this case, the range of grade from the speech would be 8 to 24. The particular reason for circumstance, the researcher was assigned one point for unsatisfactory, two points for satisfactory, and there points for excellent. After that the researcher would multiply the basic score of the speech (ranging 8 to 24) by any number to increase the total value of the speech.

To know the students' grade, the researcher used the following table which consisted of students' grade.

Table 4.1. The Students' grade in Performing a Speech

No	Grade	Frequency	Mean
1	275	2	16.17
2	262	1	7.7
3	250	2	14.7
4	237	2	13.94
5	225	1	6.61
6	212	2	12.47
7	200	4	23.57
8	187	2	11
9	175	5	25.73
10	162	7	33.35
11	150	3	13.23
12	137	1	4.02
13	125	2	7.35
Total		34	189.79

All of the grade that have been submitted is gotten from eight competencies which consisted with three level of performance (unsatisfactory got 1 point, satisfactory got two points, excellent got three points) after the students got their basic points it would multiply with number of 100, then divide it to 8. It has been done to increase the value from the students' performance in performing speech, to sum up everything that had been stated so far from this section the mean grade was 189.79.

From the table above showed 34 students have done the speech performance, based on the data, 275 became the highest grade from this evaluation and 125 is the lowest grade from this evaluation, through the grade that the students get, here is the finding about the students competences in performing a speech where been found by the researcher.

First of all was the choosing and narrow a topic appropriately for the audience and occasion, around twenty-one students presented a topic and a focus that are appropriate for the purpose and it makes them got satisfactory point for it, and twelve students presented with exceptionally appropriately and bring them to excellent point for their topics, meanwhile, there are two students got unsatisfactory for their topics. The second competence was the communicate from the thesis/specific purpose in a manner appropriate for the audience and occasion, around seventeen students got satisfactory for this competence, and eleventh students was adequately clear and identifiable on the way their communicate their thesis/specific purpose and the rest of them got unsatisfactory point.

The third competence was how the students provided the supporting material (included electronic and non-electronic presentational aids) that would appropriately to the topic, audience, occasion, and purpose. Unfortunately, only one from thirty-four students who got satisfactory point for this competence and the rest of them uses the supporting material that is inappropriately in quality and variety and it brings them got unsatisfactory point. The next one was the uses from organization pattern appropriate to the topic, audience, occasion and purpose. From thirty-four students, most of them got excellent point it was around twenty-seven students who was using exceptional introduction and conclusion, and six of them got satisfactory point. Meanwhile, only one student got unsatisfactory to his introduce and conclusion.

The fifth competence was the language used from the students, and around twelve students presented their speech with a language that is exceptionally clear, vivid, and appropriate, it makes them got excellent point for it. Meanwhile, twenty students presented with reasonable clear, vivid, and appropriate and their got

satisfactory point for it. Unfortunately, there are two students use unclear or inappropriate language and makes them got unsatisfactory for this competence. The last three competences was the use of vocal variety in rate, pitch, and intensity to heighten and maintain appropriate to the audience, the data showed only six from them that makes exceptional used of vocal variety and this bring them excellent point. Meanwhile, fourteen students used acceptable of vocal variety and it brings them to satisfactory point. And the rest of them, around fourteen students got unsatisfactory point that indicated if they failed to use the vocal variety.

The last two competences was the used of pronunciation, grammar and articulator appropriate to the audience and occasion, based on the data there are twenty-four students got unsatisfactory point for this competence this actively demonstrative that their failed to use acceptable articulation, pronunciation, grammar. Then, around seven students got satisfactory point for their articulation, with few pronunciation and grammatical errors. And for excellent point only three students have exceptional articulation, pronunciation and grammar. The very last competence was the physical behaviors that supported the variable message. On this competence around nineteen students fails to use acceptable posture, gesture, facial expression, eye contact, and it brings them to unsatisfactory point. In another side there are eleventh students got satisfactory point for their posture, gesture, facial expression and eye contact. Meanwhile, only four students demonstrate exceptional posture, gesture, bodily movement, facial expression and it brings them to got excellent point for this competence. The researcher put the table bellow to showing the students' grade per competences.

Table 4.2.The Students' grade per competences

No.	Respondent	Competences							
		1	2	3	4	5	6	7	8
1.	Alamsyah D.	2	2	1	3	2	1	1	1
2.	Andi Nona Madeali	2	2	1	3	2	1	1	1
3.	Arlizar	2	2	1	2	2	1	1	1
4.	Aryo Ruzan	2	1	1	3	1	1	1	1
5.	Asri	2	1	1	3	2	2	1	2
6.	Ayu Miranthy	3	3	1	3	2	2	1	1
7.	Ayu Prasetya	2	2	1	3	3	2	1	1
8.	Delita	1	1	1	2	2	1	1	1
9.	Fatmawati	3	1	1	2	2	1	2	1
10.	Fauziah Rezky Amanda	3	3	1	3	3	3	2	2
11.	Gusman	3	3	1	3	3	2	2	2
12.	Irfana Ranti A	3	3	1	3	3	3	3	3
13.	Melyana	2	1	1	1	2	1	1	1
14.	Muh. Rafli Ardana	1	2	1	3	3	3	3	3
15.	Muhammad Iqmal	2	2	1	3	2	2	1	1
16.	Nabila Anas	3	3	1	3	3	3	2	2
17.	Nirvana Winata Ramba	2	3	1	2	3	2	2	2
18.	Nur Aini Sri Oktaviani Bahar	3	3	2	3	3	3	2	2
19.	Nur Haqimah	2	2	1	3	2	2	1	1
20.	Nurfadillah Abdullah	3	3	1	3	3	3	3	3
21.	Nurhalisa	2	2	1	3	2	1	1	1
22.	Nurwahyuni	3	2	1	3	2	1	1	2
23.	Nurzyaiin Rusli	2	2	1	3	1	2	1	1
24.	Rendi	2	1	1	3	2	1	1	1
25.	Rendi Suryansa	2	2	1	3	2	1	1	1
26.	Rismawati	3	2	1	3	2	1	1	1
27.	Saharuddin	2	2	1	2	2	2	1	2
28.	Siti Nurhalisa	2	2	1	3	3	2	1	3
29.	Sitti Hajrah	2	3	1	3	3	2	2	2
30.	Sri Anggeriana	2	3	1	3	2	2	1	2
31.	Syafaah	2	2	1	2	2	1	1	1
32.	Zafitri Nur Vadillah	2	2	1	3	2	1	1	1
33.	Zahrah Wardah	2	3	1	3	3	2	1	1
34.	Wiranto	3	2	1	3	2	2	1	2

As the data showed above there are some competence that hit a lot of differences between the excellent, satisfactory, and unsatisfactory, the students got unsatisfactory the most on competence three (provides supporting material, including electronic and non-electronic presentational aids that appropriate to the audience and occasion). On this competence the students uses supporting material that is inappropriate in quality and variety since the students using manuscript speech delivery method the students seems did not know how to improve their material or they did not what should to do with it. For thirty-four students at least one (student 25) of them using supporting material that is appropriate in quality and variety, that is suitable with her topic which is talk about “should mobile phone be banned from school”, the next competence that hit a lot of differences between the excellent, satisfactory, and unsatisfactory was competence seven where a lot of students fail to use acceptable articulation, pronunciation, and grammar.

And for competence four (uses an organization pattern appropriate to the topic, audience, occasion and purpose) a lot of students uses an exceptional introduction and conclusion and provides an exceptionally clear and logical progression within and between ideas. That is to say, mostly students have been known how to make speech within an organization pattern.

Furthermore, for the first competence that was focus on the topic that been chosen from the students, where the students should presents a topic that was exceptionally appropriate for the purpose, time consist, and audience. Based from the data above at least eleventh students fill up the criteria and got excellent point for it, one of the topics that student chose was:

“The importance of education for students”(student 12) on her topic she explains about the Indonesian’s education system and explain some of important point why education is important, one of the line that she is mention was, “In Indonesia we have at least 12 years of formal education, from elementary to high school, with the aim that we can read, write, count and have a bright future and the most important thing is we can have a good character. Actually character education can not only be obtained at school, but also can be taught at home by parents and also can be obtained by people around us...”

And for the next other topic is about mobile phone issue in school, she explains the importance from mobile phone in our daily life and also why students were needed it on school, the title was under “Should mobile phone be banned from school?” (student 25) she is explained her ideas, those “As we know that mobile phone is also close to us, it more likes our soul mate. Especially on globalization era, it can be fields of information, book, psp, camera, dictionary, or anything that we need. Mobile phone can help us on every side of life, also in education side. We can learn at home without depend to teacher by using mobile phone...”

furthermore for another example is “why planning our lives is important”(student 3) she explains start from the opinion on the keys to success and have a meaningful life, happy, have and hard work, being discipline, and sacrificing are. She also explains how the important it was. Some explained that she puts was, “Planning your life is equivalent to having a road map that helps you reach your desired destination. Despite this, so many people in the world today failed to plan their lives and end up lost or stuck...”

Twenty-one students are appropriate by one of them chose “education”(student 1)” as her topic but in the way it did not show a specific point and only talk about the general issue. Such as “Education pays an important role for the progress of a nation. If the education of the people is left behind... therefore, it is not surprising that the government holds many programs to support the progress of education...”

And two students are not appropriate in this competence for the example the student 17 who pick “valedictory”(student 17) as her topic in case she did not chose a specific point for it and the topic did not appropriate. The line was mentioned as, “To this farewell party is a family event, and we are family. This event is not about the dance or the music performances. This event is about...”

The next is the way to communicate the purpose in a manner, where the students should communicates a thesis/specific purpose that is exceptionally clear and identifiable. Based on the data, around eleventh students fill up the criteria, for the example is (student 2) who communicate the purpose with a clear voice, look calm down and commanding, she also watching out another aspect that be asses such as the vocal variety and the gesture, it could be seen on the way she delivery the opening of her speech. For starting the speech she is use the line, “First of all let us say praise to *hadirah* Allah SWT, who gives thousand of favor to us until this day, so we can meet in this place. *Sholawat* as well greetings to our prophet Muhammad SAW, many gave us a minimal model well and we should emulate. Today I want to make speech about bullying...”before start the speech when she say greeting she put the paper down to show her manner then later she read it after start the opening sections, and furthermore where she turn her paper to the other side she keep say the word and flip

the paper so it did not rush her, it could be seen on line “the impact is definitely not only physical but also mental, such a stress...”

And for seventeen students did it adequately clear by having nervous or flat facial expression or make a lot of move, for example (student 15) on his opening section he did not show his expression or only show a flat expression to the audience while he deliver his opening. The opening was using the line, “*Assalamualaikum Warahmatullahi Wabarakatuh*, good morning brothers and sisters. First of all, I would like to thank you for your enthusiasm for being able to attend...”

Rather than show a facial expression he only show a flat expression by bow to read the text and it put the students in nervous looks, and six students did not communicate it clear, for example (student 14) when he perform his speech he looks be calm but moreover he doing it in rush, it also can be seen on the opening section on his speech performance, one of the situation can be describe as on this line, “My name is Randi from class XI MIPA 1, on this wonderful occasions, I’m here to give a speech about *islam...*”, for that rush I turns him in hurry to deliver his speech and because of that the manner or another movement forgotten.

For the next is the supporting material, the students did the speech by using manuscript speech delivery method, this actively demonstrative that the students saw a text while did their speech. Unfortunately, only one student appropriate in quality and variety that suitable with her topic “should mobile phone be banned from school”(student 25)because instead used a single paper to saw the text she used her mobile phone to showed how useful a phone for students in this era and the rest of them using inappropriate quality and variety by only look a text by a paper instead using another material or add some supporting material on their speech performing.

After that, there is the organization pattern used an exceptional introduce and conclusion and less from the students fails to use an introduction and conclusion. One of them introduced himself before started the speech and then make a clear point about the opening, “*Assalamualaikum warahmatullahi Wabarakatuh*, my name is Alamsyah D. from class XI MIPA, today I will give a speech about drugs and good morning ladies and gentleman, before that let us thanks to Allah SWT because we can still attend this place and for his mercy...” and for the content “on this special occasion allow me to talk about the importance of protecting or be save from the use of drugs, as we know the technology make us easier to get anything and something even is far away from us ...” and for the last is the closing, “there are so many explanation about drugs that I could convey, the protection from parents is needed to their children...” (student 19) Another one who got satisfactory point was introduce herself but lack in organization pattern, “*Assalamualaikum Warahmatullahi Wabarakatuh, nama saya Delita dari kelas XI MIPA 1, saya akan membawakan pidato perpisahan*, every year we held a farewell party for our senior students a couple of weeks before their graduation. Have you ever asked yourself, why do we had it before this graduation? Why not later? Well the answer is actually pretty simple: the essential meaning of the event itself...” (student 17).

And another performance from (student 28) her delivered her speech to short, and only showed an explanation without make a point about the opening, the content and, the closing. “Before we begin this seminar I would like to express my thanks for all of the occasion...” So it makes her did not present a speech in organizational pattern, just more like give an opening speech in an event.

The next competence was language used by the students, there are twelve students used language that is exceptional clear and vivid, like (student 11) using language that mostly simple vocabulary so is suit with the audience in the case on their school environment, the researcher give some highlight to describe it, “there is a feeling in the lives of teens that have a lot of friends is form the plume” or “let’s stay away from these deviant behaviors because it is self inflected...”

from the highlight sentences above the student delivered it with a exceptional clear so the occasion could understand, while almost half of them used language that reasonable clear and vivid, where the use of language that is suit but the way her deliver it reasonable clear for example (student 8) as the researcher highlights some sentence that researcher chose. “When our classroom is clean, the atmosphere of teaching and learning will be pleasant and comfortable...”

The student had made it clear but the lack of pronunciation sometimes makes the student confuse the word so it became unclear. The next is the use of language that is unclear and two of them use language that unclear for the education, one of them is (student 15) that making a repetition on his speech, such as, “begin to clean the surrounding environment from your own home, then walk in the front of house, then to the neighborhood...”, the way of the students delivery it was in repetition “begin to clean the surro- the surrounding env- environment from your own home, then- then walk in the front of house, then the- the neigh-bor-hood...”.

The next item was the use of vocal variety in rate, pitch and intensity. Based from the data only six students did the exceptional, for examples (student 2) where she has intensity or rice her voice in some word and make a word stress, just like when she said “why? Isn’t school a save place?” she put a stress in word and also

stress in sentence, when she said “why?” she rises her voice with a pitch of question, furthermore, “Isn’t school a save place?” on that sentence she put an intensity to make the line more emphatic.

And fourteen students make acceptable by one of them have a pitch and in same time have a low voice so it is not interest the audience, for example, “However, behind the glory of a mother, the existence of a mother is sometimes not glorified for some people...” (student 16), the way he delivery his speech with a pitch but he use a low voice so it is not interest the audience, and the rest of them fails to use vocal variety, where only have high volume but there is no pitch or word stress. For the example can be found on the line, “*muslims* live by referring to the Quran and the *sunnah* of the prophet Muhammad...”, he delivered it with high volume but there is no pitch or word stress so it is make him sound like shout (student 14).

For the use of pronunciation, grammar, and articulation, based from the data most of the students fails to use acceptable articulation, pronunciation and grammar. One of the cause is because have unclear pronunciation, repeat half of the word if they did not sure about how to pronounce it and it makes the audience did not got what the speaker said, “by maintaining cleanliness, we indirectly also maintain health and look after our loved ones...”

where the word “maintaining” he read it /mententin/then it should be /mein'teini/and for “Cleanliness” word he read it /clɒnles/ then it should be /klenlinɒs/also “indirectly” he read it /inthritly/then it should be /ində'rektli/(student 15) And only a few of the students has acceptable articulation with few pronunciation and grammar, like (student 5) he has clear pronunciation and articulation by deliver his speech. The situation could be found on the line“Most people who contract covid-

19 will experience mild to moderate symptoms, such as fever, dry cough...”, when he delivered his speech. For the example he read the word as like */ka:ntrækt/ /ik'spiəriəns/ /mauld//fi:və(r)/ /kɒf/* and it sound clear to the audience on occasion.

The last was the physical behaviors from the students, on this case around nineteen students fails to use acceptable posture, gesture, facial expression and eye contact, in case only read the text without any eye contact, no body movement, and did not showed facial expression, in case (student 8) she did not show her physical behaviors on her speech, for example in line, ”the students should not throw thrashes away so that the floor will be always clean. We should also take care of our walls and bench, we should not scrawl it. Let us begin right now, to always keep our classroom clean in order we will always be fresh and comfortable when we are learning and studying...”

where the students should express herself by showing a body movement or do an eye contact to the audience to make the line more impression because it was explain how importance to keep our classroom to stay clean and take care of the stuff in the classroom and the line also pursue the audience to keep the classroom stay clean and health. And while eleventh students demonstrates acceptable by have several eye contact, for example(student 4) but she did not showed any expression or any emotion look on her speech, for example in line, ”environmental problems are not only limited to plants, if we are sensitive, many fauna or animals lose their habitat. Human seizes their place of residence, so that animals have difficulty getting a place to live again...”

on her speech, while she explains her topic that she use an eye contact but less of body movement and gesture, it helps the students to delivery her message if the

animals habitat was take over by human to build a place of residence by doing an eye contact but it could be more smooth if she used a gesture to build the emotion on her line. And only four students demonstrates exceptional posture, gesture, facial expression and eye contact, for example (student 2) when she is delivery her line, “Bullying can happen anywhere and anytime but generally occurs in school, why? Isn’t school a safe place? The answer is no, school can be very insecure because many teenagers think bullying is fun and cool. Regardless of that reasons, we cannot forget the fact that both the perpetrator and victim are children and need guidance, for this reasons parents have a big role...”

for that line she do an eye contact to tell the audience with her eyes about how the school could be unsafe place for some students because of bullying case, and also for her expression tell us if there an emotion how the parents and teacher roles in this, moreover, she do a body movement that suit with the word that she wants to highlight, such as on the line “why? Isn’t school a safe place?” she moved her hand to make a point on it, and that move make the speech more natural because the speech use manuscript speech delivery.

2. The Students’ Deprivation in Performing a Speech

The second research question was the students’ deprivation in performing a speech. Interview used to know the students’ deprivation in performing a speech, the interview consist of nine questions included the warm up, level check, and probe. The interview start with warm up where the researcher asked the students’ name, class and address, then asking are they have been doing speech before and how they feeling before present their speech. Then on the level check the researcher asked the students feeling after present their speech, what is the students’ opinion about performing a

speech, and also how important it was. On the probe section the researcher asked the students' opinion about their performance and their deprivation and would they improve their skill in performing a speech, where the question becomes the highlight from this interview section. The following is the result from the interview.

Based from the interview that had been done with the students to know their deprivation in performing a speech, the researcher find that the students' deprivation were their capability in English it selves, many students thinking while doing their performance the biggest deprivation that makes them feel nervous is their capability in English.

Representative statements:

"Gak bisa bahasa Inggris"(Students 14 and 16)

"Penyampain dalam bahasa Inggris susah"(student 7)

More specific the students mention their deprivation in different aspects, such as their capability to speak in English or they feel did not fluent in English, also the pronunciation matters and feel strange with English.

Representative statements:

22) *"Pengucapannya kak apalagi bahasa Inggris dan gerakan tubuh"* (student 22)

"Intonasinya kak, pengucapan dalam bahasa Inggris, serta ekspresinya juga susah kak" (student 21)

"Kayak belum terbiasa bahasa inggris jadi masih butuh pembelajaran kak" (student 18)

23) *"Kesulitan dalam berbicara dan melakukan penampilan sulit kak"* (student 23)

The next matter is the vocal variety, includes the pitch and intensity and also their physical behavior, it was found if some students feel aware with their intonation or pitch when they perform their speech.

Representative statements:

“Intonasinya kak, pengucapan dalam bahasa Inggris, serta ekspresinya juga susah kak” (student 21)

“Kesulitannya itu, kadang salah sebut kata dan intonasinya kak” (student 13)

“Kesulitannya selain bahasa Inggris dan nada-nada itunya kak” (student 2)

Another deprivation that been found was choosing the material for the speech. Some students said if choosing material that could be suitable with the audience or the occasion was hard to decide.

Representative statements:

“Yang pastinya materinya, dan mempersiapkan diri depan kamera atau didepan peonton” (student 4)

“Saat memilih materi dan menyampaikan materi ke orang-orang” (student 15)

And the rest of the students mention if nervous became their deprivation and make them blank and forget their speech, during the interview there are students that explain what stuff make them nervous and also some of them did not explain the reason why they feel nervous.

Representative statements:

“Kesulitan yang saya hadapi adalah perasaan gugup yang menyebabkan blank dan melupakan materi” (student 11)

“Anu kak, bisa dilupa yang mau dibilang” (student 10)

“Groggi kak” (student 1)

After presents the results of the interview, the researcher could found various answers from the students about their deprivation. During the interview some of the students express their self well and explain their selves, also what makes them feel worry with their performance, but some of them did not express their selves well that is to say the researcher could not found what makes them feel nervous or knowing their deprivation.

From the results above, it can be found if the students' deprivation in performing a speech at SMA N 6 Pinrang from class XI MIPA XI, shows if their deprivation were their capability in English it selves, this matter include the capability to speak in English, the feeling if they did not fluent in English, the pronunciation matters and feel strange with English. The next matter is the vocal variety, includes the pitch and intensity and also their physical behavior, Another deprivation that found were choosing the material for the speech, also the students mention if nervous became their deprivation and make them blank and forget their speech.

B. Discussion

On this part, the researcher would like to elucidate the discussion of the results based from the data analysis of the research that had been previously talked about. To sum up everything that has been stated so far, this discussion was intended to elucidate the students' skill in performing a speech for the communicative language teaching (CLT) class and also the students' deprivation in performing a speech.

1. The Students' Skill in Performing a Speech

Making a speech or being a public speaker is the same for other types of conversation. It serves to convey the idea to the audience. In some ways, speaking is easier than conversation because you have complete control over the way you speak. You have to have something clear to say and there is no way to evade it like a simple conversation.¹Communicative Language Teaching (CLT), as it is known as the Communicative Approach, is part of the theory of language as Communication,²

¹ Larry King, *Seni Berbicara Kepada siapa Saja, Kapan Saja, Dimana Saja*, p. 156.

²Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (United States of America: Cambridge University Press, Eleventh printing 1995), p.69.

focuses on the meaning of communication, not structure, use not usage.³ The communicative approach focuses on how to communicate language. Moreover, the chosen of the students that been taught in CLT approach being a sample on this research did not made the assessment to be faded, this research meant to know the students' skill in performing a speech.

The students' skill in performing a speech was evaluated through eight competences that had been adopted from National Communication Association (NCA), where the competences divide into three different levels of performances (excellent, satisfactory, unsatisfactory). The results of the research questions could be seen at the research finding above. After the data was presented then those are discussion on this part.

Based on the data above showed there are some competence that hit a lot of differences between the excellent, satisfactory, and unsatisfactory, the students got unsatisfactory the most on competence three (provides supporting material, including electronic and non-electronic presentational aids that appropriate to the audience and occasion). On this competence the students uses supporting material that is inappropriate in quality and variety since the students using manuscript speech delivery method the students seems did not know how to improve their material or they did not what should to do with it. For thirty-four students at least one (student 25) of them using supporting material that is appropriate in quality and variety, that is suitable with her topic which is talk about "*should mobile phone be banned from school?*", the next competence that hit a lot of differences between the excellent,

³ Jin. G, "Application of Communicative Approach in Collage English Teaching", Vol.4 No.4 April, 2008.

satisfactory, and unsatisfactory was competence seven where a lot of students fail to use acceptable articulation, pronunciation, and grammar.

And for competence four (uses an organization pattern appropriate to the topic, audience, occasion and purpose) a lot of students uses an exceptional introduction and conclusion and provides an exceptionally clear and logical progression within and between ideas. That is to say, mostly students have been known how to make speech within an organization pattern.

Based on the analysis of data, that is to say, the researcher makes conclusion whether the students' skill in performing a speech for the communicative language teaching (CLT) class are not fully fill up with the criteria of assessment and that is to say, mostly students at eleventh grade of SMA N 6 Pinrang presented a topic and focus that are appropriate for purpose to the audience with manner that is adequately clear and identifiable, but the students did not used supporting material that is appropriate in quality and variety, while they used an exceptional introduction and conclusion on their speech, and the students also used language that is reasonably clear, vivid and appropriate to the audience, also for the vocal variety some students makes exceptional and acceptable use. In another competences the students fails to use acceptable articulation, pronunciation and grammar, the students also fails to use acceptable posture, gesture, facial expression and eye contact.

2. The Students' Deprivation in Performing a Speech

Performing a speech may hard to do for some people and the fear of public speaking may become obstacles that have to face when deliver or perform a speech. The fear may appear on the range of physical reaction such as pounding hearts, dry

mouth, shaky hands and others. Meanwhile, fear is normal reaction to public speaking and also become a boost to our performance.⁴

Data collected from the students' interview showed their deprivation in performing a speech, and based from the interview the researcher found if the students really aware with their performance while their feel afraid and worry at the same time, it proved with the questions what the students feel before and after doing speech performance, mostly students' answer their feel nervous before doing the performance but they did not described it more, is it there a physical symptom or not, and after doing the performance most of the students answer they feel relieved, and some students answer they feel happy after doing speech, and for their performance mostly the students did not feel confident if they doing it well because they worry with language used. That is to say, language used became the biggest deprivation that had been found during the interview, this matter include the capability to speak in English, the feeling if they did not fluent in English, the pronunciation matters and feel strange with English. Another deprivation that found were choosing the material for the speech, also the students mention if nervous became their deprivation and make them blank and forget their speech, also the used of vocal variety, pitch and intensity, and the physical movement.

In addition when they had been asked about the importance of speech the students give an appreciative responds with the question, they really aware how related and important it was for their social environment or as a students, and how it really needed to supported them in next level of their degree.

⁴Ariana Nikita, *Successful Public Speaking* (Russia: Academic Transer, 2011), p. 16.

All of those difficulties or students' deprivation are hampered the students in performing speech. Each of the students' has their own deprivation, there are students that still struggle with the use of English as the language used in performing speech and it force them to speak in English while they feel it really weird to heard their selves speaking in English, and some of them did not feel confident with that. And it also same with the used of vocal variety, most of the students ignore their pitch and intensity, they only focus on the language used, like the pronunciation, only few of them mention about the vocal variety and the physical movement as the difficulties.

