



Speech Writing Skills and the Factors Influencing Them Among 8th-Grade Students at SMP Negeri 1 Tilamuta

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ABSTRACT

The problem underlying this research is the persistent difficulties students face in writing speeches, such as a lack of ability to develop ideas, low vocabulary mastery, and a lack of understanding of the structure and linguistic rules of speeches. Furthermore, conventional learning and low interest in reading also impact students' writing skills. This study aims to describe the speech writing skills of eighth-grade students at SMP Negeri 1 Tilamuta, identify factors influencing these skills, and describe the solutions teachers have implemented to address these challenges. The method used is descriptive with a qualitative approach. Data were obtained through documentation, reading techniques, and interviews. The data sources were students' speeches and interviews with teachers and students. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. The results indicate that students' speech writing skills generally range from good to excellent, based on aspects such as speech outline, introduction, content, and conclusion development, and spelling. Factors influencing these skills include interest and motivation to learn, vocabulary mastery, understanding of text structure, ability to develop ideas, learning methods, and the learning environment. The conclusion of this study is that the speech writing skills of eighth-grade students at SMP Negeri 1 Tilamuta are quite good, but still require ongoing development through varied learning methods and systematic writing practice.

Keywords: speech, writing skills, factors influencing

Kemampuan Menulis Teks Pidato dan Faktor yang Mempengaruhinya pada Siswa Kelas VIII SMP Negeri 1 Tilamuta

ABSTRAK

Masalah yang mendasari penelitian ini adalah kesulitan yang terus dihadapi siswa dalam menulis teks pidato, seperti kurangnya kemampuan mengembangkan gagasan, rendahnya penguasaan kosakata, serta kurangnya pemahaman mengenai struktur dan kaidah kebahasaan pidato. Selain itu, pembelajaran konvensional dan rendahnya minat baca juga memengaruhi keterampilan menulis siswa. Penelitian ini bertujuan untuk mendeskripsikan kemampuan menulis teks pidato siswa kelas VIII di SMP Negeri 1 Tilamuta, mengidentifikasi faktor-faktor yang memengaruhi kemampuan menulis teks pidato, dan mendeskripsikan solusi yang dilakukan guru dalam mengatasi faktor yang memengaruhi kemampuan menulis teks pidato. Metode yang digunakan adalah metode deskriptif dengan pendekatan kualitatif. Data diperoleh melalui teknik dokumentasi, teknik baca, dan wawancara, dengan sumber data berupa teks pidato siswa serta hasil wawancara dengan guru dan siswa. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan simpulan. Hasil penelitian menunjukkan bahwa kemampuan menulis teks pidato siswa secara umum berada pada kategori baik hingga sangat baik, ditinjau dari aspek kerangka pidato, pengembangan pembukaan, isi, penutup, serta penggunaan ejaan. Faktor-faktor yang memengaruhi kemampuan tersebut meliputi minat dan motivasi belajar, penguasaan kosakata, pemahaman struktur teks, kemampuan mengembangkan ide, metode pembelajaran, dan lingkungan belajar. Simpulan penelitian ini adalah kemampuan menulis teks pidato siswa kelas VIII SMP Negeri 1 Tilamuta tergolong baik, namun tetap memerlukan pembinaan berkelanjutan melalui metode pembelajaran yang variatif dan latihan menulis secara sistematis.

Kata kunci: kemampuan menulis, teks pidato, faktor yang berpengaruh

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INTRODUCTION

Learning Indonesian is a process aimed at equipping students with the skills to use Indonesian language appropriately according to applicable rules, in line with the language's function and purpose. Furthermore, this learning is also expected to play a role in shaping students' identities, particularly in fostering awareness of the importance of preserving Indonesian as a unifying symbol of the nation.

In line with this, learning can be understood as a form of active interaction between students, educators, and various learning resources used in an environment intentionally designed to support the learning process. Success in this activity serves as the key that unlocks access to knowledge, a key that lies in the hands of both teachers and students. Teachers have the responsibility as conduits of knowledge, not only explaining the material comprehensively but also implementing various learning approaches and encouraging student participation. Meanwhile, students must be mentally prepared to receive knowledge through a positive attitude, discipline, enthusiasm for learning, and independence and active participation in the learning process.

In learning Indonesian language and literature, there are four main aspects of language skills: listening, speaking, reading, and writing. These four skills are interconnected and develop gradually. From an early age, individuals begin learning to listen and speak before developing reading and writing skills when they enter formal education.

However, Indonesian language lessons are sometimes considered boring by students, even though understanding the material requires in-depth and analytical listening skills. One of the most important parts of learning Indonesian is not only providing students with the skills to comprehend texts, but also producing written work.

Interaction in the learning process is characterized by the exchange of information between teachers and students, with the teacher

serving as the transmitter of information and the students as the receivers. For this process to be effective, the teacher's delivery of material must be effective, while students are required to understand and respond appropriately to the information.

Speech writing skills in Indonesian language learning play a crucial role because they not only train the ability to organize ideas systematically but also help students express opinions and ideas effectively in social life. The reality on the ground shows that students' speech writing skills are still relatively low due to learning that tends to be conventional and lacks student involvement.

Based on the background description above, the research focus in this study will be formulated on the following questions:

- 1) What is the speech writing ability of eighth-grade students at SMP Negeri 1 Tilamuta?
- 2) What factors influence the speech writing ability of eighth-grade students at SMP Negeri 1 Tilamuta?
- 3) What solutions have teachers implemented to address the factors affecting the speech writing ability of eighth-grade students at SMP Negeri 1 Tilamuta?

Based on the research focus explained above, the objectives of this study are:

- 1) To describe the speech writing ability of students at SMP Negeri 1 Tilamuta.
- 2) To describe the factors influencing the speech writing ability of students at SMP Negeri 1 Tilamuta.
- 3) To describe the solutions offered for writing speeches at SMP Negeri 1 Tilamuta.

This research provides significant benefits for the researcher in terms of professional development, both in educational theory and practice. The researcher will gain deeper insights into the learning and teaching process, in increasing students' interest and motivation in writing speeches. The researcher will also gain practical experience in designing, implementing,



and evaluating technology-based learning to achieve effective learning objectives. Furthermore, this research will enrich the researcher's knowledge in applying systematic and scientific educational research methods and improve the researcher's skills in compiling scientific papers that can be published in various journals or scientific forums. This research is also expected to open opportunities for the researcher to continue similar research in a broader or more in-depth context.

For readers, especially educators, the results of this research provide new insights regarding the importance of utilizing technology in the learning process, particularly in Indonesian language learning at the junior high school level, and will enrich the learning methods used in the classroom. Furthermore, this research can serve as a reference for readers interested in implementing other interactive digital media in learning across various subjects. Readers can use the findings of this study as a consideration in adapting and developing more creative, innovative learning strategies that are tailored to the needs and characteristics of students in today's digital age.

This research is of significant benefit to students, particularly those studying education, particularly in the fields of Indonesian language and educational technology. This research can serve as an important reference in developing an understanding of speech writing skills. For student teachers, this research provides a practical overview of the application of technology in the classroom, which can inspire them to develop more varied and engaging learning methods and media for students. Furthermore, this research provides students with experience in understanding the systematic research process, as well as improving their data analysis skills and the application of educational theory in real-world contexts. Students can use the results of this research as reference material in compiling their final assignments or other scientific papers related to the development of learning media or technology-based learning.

This research is expected to serve as a valuable reference in reading rooms and libraries, particularly in the Department of Indonesian Language and Literature, Faculty of Letters and Culture, Gorontalo State University .

Penelitian sejenis banyak ditemukan dalam artikel ilmiah di beberapa jurnal online. di antara mereka disajikan di bawah ini.

First, Wulandari et al. (2019) conducted a study titled "Speech Writing Ability of Grade IX D Students of SMP Negeri 7 Bengkulu." Speech writing ability was assessed based on five aspects: content, text structure, diction, effective sentences, and spelling. The results showed that content and structure were in the very good category, diction and effective sentences were in the good category, and spelling was still in the fair category. These findings indicate that students were generally able to write speeches well, but still needed improvement, especially in the application of the General Guidelines for Indonesian Spelling (PUEBI) and the use of punctuation.

Second, Gea (2023) in her study entitled "Speech Writing Ability of Grade IX-3 Students of BNKP Telukdalam Private Christian Junior High School in the 2021/2022 Academic Year" aimed to describe the level of speech writing ability of grade IX-3 students of BNKP Telukdalam Private Christian Junior High School. This study used a quantitative approach with a descriptive research type. Data collection techniques used were written tests and interviews, with the research instrument being a speech writing test assessed based on an assessment rubric covering the aspects of topic, introduction, content, conclusion, and sentence usage. The results showed that the speech writing ability of grade IX-3 students of BNKP Telukdalam Private Christian Junior High School was classified as low with an average score of 27.36. Students experienced various difficulties, including finding and developing ideas, systematically structuring speech texts, and using effective sentences. Of the five assessment aspects, the speech content aspect received the highest average score, while the sentence usage aspect received the lowest average

score. This study confirms that students' speech writing skills still need to be improved through ongoing writing practice and the use of appropriate learning methods and media.

Third, Abidin (2019), in his thesis entitled "The Ability to Write Persuasive Speech Texts for IX Grade Students at SMP Negeri 1 Tommo, Mamuju Regency," aimed to describe the ability of ninth-grade students at SMP Negeri 1 Tommo, Mamuju Regency, to write persuasive speech texts. The study employed a quantitative descriptive method. The study population included all 77 ninth-grade students, divided into three classes. The study sample was 30 students, with 10 students selected from each class. The data collection technique used was a persuasive speech writing test with a freely chosen theme. The data were then analyzed through the stages of determining initial scores, converting scores into grades, calculating student ability percentages, and compiling a table of ability level classifications.

Considering the three relevant studies mentioned above, it can be concluded that there are similarities and differences with this study. The differences lie in the focus of the research, the research subjects, and the use of media and treatment in the learning process. Previous research generally focused solely on describing students' speech writing skills without providing specific treatment in the learning process. Furthermore, the subjects in previous studies were mostly ninth-grade students, while this study focused on eighth-grade junior high school students. Another difference is evident in the learning aspects used as a means to improve students' speech writing skills, while previous studies have not specifically utilized digital learning media. However, the similarity is that all three studies examined junior high school students' speech writing skills. Furthermore, all three share a common research objective: to determine and assess students' speech writing skills based on linguistic aspects and text structure. Another similarity lies in the research subjects, namely junior high school students, and in the assessment instrument, which both used

speech writing assignments with assessments covering elements of content, structure, and language use. Thus, this study and previous studies both place speech writing skills as the primary focus in Indonesian language learning.

METHOD

This research method uses a descriptive qualitative method with a descriptive qualitative approach. According to Sugiyono (2011), Razak (2017), Abubakar (2021) descriptive qualitative research is a research method used to examine phenomena in objective or natural conditions, with the researcher acting as the key instrument. This approach emphasizes the study of social phenomena, which focuses not only on the researcher's thoughts about phenomena and facts but also includes their perceptions of the object being studied (Sahir, 2021:8). The purpose of qualitative research is to identify phenomena within a category, then analyze these phenomena using data obtained from the field. Next, the researcher groups phenomena with similar characteristics, which are ultimately combined to form a theory (Fiantika, 2022:19).

The data required for this study focuses on three aspects, according to the research focus: speech writing skills, factors influencing speech writing skills, and solutions used to address these factors.

Based on the research data presented in the previous section, the data sources for this study were speech text documents written by eighth-grade students at SMP Negeri 1 Tilamuta after participating in the lesson, students, and teachers.

To find answers to the questions outlined in the research focus, the researcher collected data using the following techniques:

The documentation technique involved collecting student work in the form of speech text documents written during the "Writing Speech Texts" lesson.

This technique involved reading each of the speech text documents written by students to understand their content.

Interviews were used to gather information from students and teachers. Interviews with students aimed to identify factors influencing their ability to write speech texts, while interviews with teachers aimed to identify solutions used to address factors affecting their ability to write speech texts.

This research instrument uses an analysis table for each aspect, divided into five assessment aspects, each with its own score. These are then entered into a summary table for all aspects, which will determine the final results of the students' work.

Table 1

No.	Rated Aspect	Indicator	Maximum Score
1	Speech outline based on topic	Determine an appropriate topic, systematically compile a speech outline, and show the relationship between the opening, content, and closing.	20
2	Introduction development	Write opening greetings, greetings to the audience, thanksgiving (if necessary), and an introduction appropriate to the topic of the speech.	20
3	Content development	Develop ideas in a coherent manner, relevant to the topic, using supporting arguments or examples, and conveying the purpose of the speech clearly.	20
4	Closing development	Compile conclusions, hopes or invitations, thanks, and closing greetings appropriately.	20
5	Spelling usage	Use spelling, capital letters, punctuation, word choice and effective sentences according to Indonesian language rules.	20
	Adjective		100

Assessment Grid for Speech Writing Ability

Data analysis is a data processing process that includes grouping, organizing, and breaking data into easy-to-manage units. This process aims to compile a synthesis, find specific patterns, identify significant ones, and draw conclusions from the data that has been collected from document and interview techniques.

After the data is collected through documentation techniques, reading techniques, and interviews, data analysis is carried out using descriptive statistical analysis techniques. The steps used to analyze the data are as follows:

- Read the entire text of the speech written by the student.
- Give a score or score to each speech text written by students according to the indicators. **First**, all indicators are fulfilled completely and precisely; score-4 (very good). **Second**, most of the indicators are met with a slight drawback; score-3 (good). **Third**, only some of the indicators are met and there are still some errors; score-2 (enough). **Fourth**, most of the indicators have not been met and many errors; score-1 (lacking).
- Calculating the value of students' ability to write speech texts using a scale of 100
- Find the average value of students' speech text writing ability.
- Determine the qualifications of students' speech text writing skills with scale intervals.

Table 2

No.	Aspects	Indicator
1	Speech Framework	Determine the topic, draw up a framework systematically.
2	Opening	Greetings, greetings, introductions according to the topic.
3	Contents	Idea development, argumentation, content integration, relevance to the topic.
4	Closing	Conclusions, invitations/hopes, closing greetings.
5	Spelling	Spelling accuracy, punctuation, capital letters, diction, and sentences are effective.

RESULT

This section presents a complete description of the research results that are tailored to the focus of the problem and the research objectives. The focus and objectives of the research consist of three parts, namely: (a) the ability to write speech texts of grade VIII students at SMP Negeri 1 Tilamuta; (b) factors that affect the ability to write speech texts of grade VIII students at SMP Negeri 1 Tilamuta; and (c) solutions carried out by teachers to overcome factors that affect the ability to write speech texts of grade VIII students at SMP Negeri 1 Tilamuta. The three results of the study are described below.

1. Ability to Write Speech Texts of Grade VIII Students at SMP Negeri 1 Tilamuta Reviewed from the Aspect of the Ability to Make Speech Frameworks Based on Topics

The ability of students to plan and compose a speech framework that is appropriate to the specified topic before writing the speech text in its entirety. This ability includes students' skills in determining the opening, content, and closing sections in order and placing key ideas relevant to the topic in each part of the speech. With a good speech framework, students can write speech texts

in a directed, systematic, and non-deviating from the topic of discussion.

Table 3
Descriptive Statistics

			Aspects of the ability to create a speech outline
N	Valid	20	20
	Missing	0	0
Mean			14,20
Median			15,50
Mode			17
Std. Deviation			4,456

In this aspect, it shows that the students who obtained the highest score with the excellent category amounted to 12 people (60%), the score of the good category amounted to 5 people (25%), and the score of the category of sufficient in this aspect was 3 people (15%). This can be seen in Table 4 below.

Table 4
Category of Ability Scores Obtained

No.	Category	N	Percent
1	Very Good	12	60
2	Good	5	25
3	Sufficient	3	15
	Total	20	100,00

2. The Ability to Write Speech Texts for Grade VIII Students at SMP Negeri 1 Tilamuta Reviewed from the Aspect of Ability to Develop Speech Opening Skills

The opening speech is the ability of students to compile and develop the initial part of the speech text precisely and systematically. The opening of the speech in question includes the use of opening greetings, expressions of respect for the audience, the delivery of thanksgiving, and an introduction that leads to the topic of the speech. This ability shows the extent to which students are able to establish the initial atmosphere of the speech, capture the listener's attention, and prepare the audience to understand the speech as a whole

Table 5
Descriptive Statistics

			Aspects of the ability to develop opening speeches
N	Valid	20	20
	Missing	0	0
Mean			13,35
Median			15,00
Mode			18
Std. Deviation			5,715

In this aspect, it shows that the students who obtained the highest score with the excellent category amounted to 12 people (60%), the score of the good category amounted to 4 people (20%), and the score of the category of sufficient in this aspect was 4 people (20%). This can be seen in Table 6 below.

Table 6
Category of Writing Ability Scores Reviewed from the Aspect of Speech Opening Development Ability

No.	Category	N	Percent
1	Very Good	12	60
2	Good	4	20
3	Sufficient	4	20
	Total	20	100,00

3. The Ability to Write Speech Texts for Grade VIII Students of SMP Negeri 1 Tilamuta Reviewed from the Aspect of the Ability to Develop the Content of Speeches

The ability of students to compose and develop the content of the speech clearly, concisely, and in accordance with the specified topic. This aspect includes students' ability to convey the main idea, outline supporting ideas, provide relevant examples or explanations, and maintain coherence between paragraphs in the content of the speech. The ability to develop the content of the speech shows the extent to which students are able to put forward the subject matter in a directional and logical manner so that the message of the speech can be well understood by the listener.

Table 7
Descriptive Statistics

			Aspects of speech content development ability
N	Valid	20	20
	Missing	0	0
Mean			13,70
Median			15,00
Mode			18
Std. Deviation			5,832

In this aspect, it shows that the students who obtained the highest score with the excellent category amounted to 13 people (65%), the score of the good category amounted to 4 people (20%),

and the score of the category was sufficient in this aspect 3 people (15%). This can be seen in Table 7 below.

Table 7
Category of Writing Ability Scores Reviewed from the Aspect of the Ability to Develop the Content of Speeches

No.	Category	N	Percent
1	Very Good	13	65
2	Good	4	20
3	Sufficient	3	15
	Total	20	100,00

4. The Ability to Write Speech Texts for Grade VIII Students at SMP Negeri 1 Tilamuta Reviewed from the Aspect of Ability to Develop Speech Closing Words

Compile and develop the final part of the speech text appropriately and in accordance with the rules of speech writing. This aspect includes the ability of students to summarize the content of the speech, convey messages or invitations related to the topic, provide final affirmations, and close the speech with a polite and contextual closing sentence. The ability to develop a closing speech shows the extent to which students are able to end the speech clearly, meaningfully, and make a good impression on the listener.

Table 8
Descriptive Statistics

			Statistics Name Aspect of Speech Closing Development Ability
N	Valid	20	20
	Missing	0	0
Mean			13,50
Median			15,00
Mode			19
Std. Deviation			5,145

In this aspect, it shows that the students who obtained the highest score with the excellent category amounted to 12 people (60%), the score of the good category amounted to 5 people (25%), and the score of the category of sufficient in this aspect was 3 people (15%). This can be seen in Table 9 below.

Table 9
Category of Writing Ability Scores Reviewed from the Aspect of the Ability to Develop Speech Closing Words

No.	Category	N	Percent
1	Very Good	12	60
2	Good	5	25
3	Sufficient	3	15
	Total	20	100,00

5. The Ability to Write Speech Texts of Grade VIII Students at SMP Negeri 1 Tilamuta Reviewed from the Aspect of Ability to Use Correct Spelling

Write speech texts by paying attention to the spelling rules of Indonesian correctly and consistently. Specifically, this ability can be seen from the accuracy of students in using capital letters at the beginning of sentences, personal names, and greetings, the use of punctuation marks such as periods, commas, and exclamation marks according to their functions, as well as writing prepositions and suffix that are not mistaken.

Therefore, the ability to use proper spelling is one of the important aspects in assessing students' speech text writing skills, as good spelling helps convey the message of the speech clearly and effectively.

Table 10
Descriptive Statistics

			Aspect of Ability to Use Correct Spelling
N	Valid	20	20
	Missing	0	0
Mean			15,30
Median			16,50
Mode			18
Std. Deviation			4,194

In this aspect, it shows that the students who obtained the highest score with the excellent category amounted to 15 people (75%), the score of the good category amounted to 4 people (20%), and the score of the category of sufficient in this aspect was 1 person (5%). This can be seen in Table 11 below.

Table 11
Category of Writing Ability Scores Reviewed from the Aspect of the Ability to Develop Speech Closing Words

No.	Category	N	Percent
1	Very Good	15	75
2	Good	4	20
3	Sufficient	1	5
	Total	20	100,00

6. Factors Affecting the Ability to Write Speech Texts of Grade VIII Students of SMP Negeri 1 Tilamuta

6.1 Student Learning Interest and Motivation Factors

Interest and motivation to learn have a great influence on the ability to write speech texts. Students who have high interest and motivation find it easier to organize ideas, create interesting openings and closing, and complete assignments well. On the contrary, low interest and motivation

cause students to have difficulty developing the content of speeches.

6.2 Vocabulary Mastery and Language Skills Factors

Vocabulary mastery and language skills help students formulate ideas clearly, use the right language, and apply spelling and punctuation correctly. On the other hand, the limitations of vocabulary make it difficult for students to develop the content of speech.

6.3 Factors of Understanding the Structure and Rules of Speech Texts

Understanding the structure and rules of speech texts makes it easier for students to compose speeches systematically, starting from opening, filling, to closing, and using appropriate spelling.

6.4 Factors of the Ability to Develop Ideas and Ideas

The ability to develop ideas helps students structure the content of the speech logically, create appropriate conclusions, and write with the right sentences and spelling.

6.5 Accuracy Factor in the Use of Spelling and Punctuation

The correct use of spelling and punctuation makes the content of the speech clearer and easier to understand, while writing errors can change the meaning and reduce the quality of the speech.

6.6 Factors of Teacher Learning Methods and Strategies

Proper learning methods and strategies, such as discussion, exercise, and example, help students understand how to structure speeches, develop conclusions, and use spelling correctly.

6.7 Frequency Factor and Opportunity to Practice Writing

Regular writing exercises help students structure ideas systematically and improve their

ability to create clear and precise speech conclusions.

6.8 Learning Environment and School Support Factors

A conducive learning environment and school support through activities such as presentations and discussions help students better develop opening and closing speeches and boost confidence.

- a. Aspects of the ability to create speech outlines
Most students have been able to put together a speech framework well. A total of 12 students (60%) were in the very good category, 5 students (25%) were in the good category, and 3 students (15%) were in the fair category. Although the majority obtained excellent results, there were still weaknesses in the details of the main ideas, the order of ideas, and the understanding of the topic in some students.
- b. Aspects of the ability to develop opening speeches
The ability to develop opening speeches was relatively good, with 12 students (60%) in the very good category, while 4 students (20%) each were in the good and adequate category. Shortcomings that are still found include a lack of language variety, unattractive opening sentences, and simple introductory development.
- c. Aspects of the ability to develop speech content
A total of 13 students (65%) were in the very good category, 4 students (20%) were in the good category, and 3 students (15%) were in the fair category. These results show that most students have been able to develop the content of the speech according to the topic, although there are still weaknesses in the deepening of the material, the continuity of discussion, and the development of ideas.
- d. Aspects of the ability to develop speech closures
In the closing aspect of the speech, 12 students (60%) were in the very good category, 5

students (25%) in the good category, and 3 students (15%) in the fair category. In general, students have been able to prepare a suitable conclusion, but some are still not firm in conveying conclusions and final messages.

- e. Aspects of the ability to use correct spelling
The ability to use spelling showed the best results compared to other aspects, with 15 students (75%) in the very good category, 4 students (20%) in the good category, and 1 student (5%) in the fair category. The errors that are still found are mainly related to the use of punctuation, capital letters, and inconsistent word writing.
- f. Overall recapitulation
Overall, students' speech writing ability is in the category of good to moderate. There were 8 students (40%) in the very good category, 4 students (20%) in the good category, and 8 students (40%) in the good category. Based on KKM 75, as many as 12 students (60%) have achieved completeness, while 8 students (40%) have not reached KKM. These results show that the majority of students have met the standards, although coaching is still needed for students who are in the sufficient category.

DISCUSSION

Based on the results of the speech writing test, interviews with teachers and students, and an analysis of the written assignments submitted by Grade VIII students at SMP Negeri 1 Tilamuta, it can be concluded that the overall writing proficiency of students in delivering speeches falls within the "good" category. This is evident from the students' performance across all assessment dimensions: their ability to construct a speech framework, develop the introduction, elaborate the main body, craft the conclusion, and employ correct spelling. Although most students have achieved satisfactory results, certain weaknesses still exist that require attention to further enhance their speech writing skills more comprehensively.



Regarding the ability to construct a speech framework based on a given topic, 12 students (60%) fell into the “very good” category, 5 students (25%) into the “good” category, and 3 students (15%) into the “fair” category. These results indicate that most students have been able to understand the topic and systematically structure their speech framework. However, some students still exhibit weaknesses in developing their main idea and supporting ideas—particularly when these are not sufficiently detailed—and in organizing their ideas in an orderly sequence. These findings align with the views of Arsjad (1991), who posits that public speaking involves the skill of using language accurately and effectively, whereby constructing a logical framework serves as the foundation for producing high-quality speeches. Regarding the ability to develop a speech introduction, 12 students (60%) received the “very good” rating, while 4 students each (20%) received the “good” and “sufficient” ratings. Most students have been able to write introductions that align with the topic by incorporating opening salutations, greetings to the audience, and relevant introductory remarks. However, these introductions still lack sufficient variety, meaning they have not yet fully succeeded in capturing the attention of the listeners. Additionally, some students have yet to smoothly connect their introduction with the main content of the speech. In terms of the ability to develop the speech’s content, 13 students (65%) received the “very good” rating, 4 students (20%) received the “good” rating, and 3 students (15%) received the “sufficient” rating. This indicates that the majority of students have been able to develop ideas consistent with the given topic. Nevertheless, the written speech content still lacks support from examples, facts, or more detailed explanations, resulting in discussions that remain somewhat general. These findings align with Saksomo’s (2009) perspective, which states that the purpose of a speech is to convey ideas clearly in order to influence and persuade the audience. Regarding

the ability to develop a speech conclusion, 12 students (60%) fell into the “very good” category, 5 students (25%) into the “good” category, and 3 students (15%) into the “fair” category. Most students were able to construct conclusions that corresponded to the content of their speeches by presenting clear summaries and hopes. However, the conclusions produced still failed to leave a strong impression, as the conclusions and calls to action conveyed had not been developed to their full potential. Therefore, teachers can employ modeling techniques, as proposed by Gabri (2011)—namely, by providing exemplary speeches to give students a reference for crafting more effective conclusions. Regarding the ability to use correct spelling, 15 students (75%) fell into the “very good” category, 4 students (20%) into the “good” category, and 1 student (5%) into the “fair” category. These results indicate that most students have been able to apply the knowledge.

CONCLUSION

First, based on the results of the research and discussion that has been described in the previous chapter, it can be concluded that the ability to write speech texts for grade VIII students at SMP Negeri 1 Tilamuta is at various levels, with a tendency to be in the category of sufficient to good. This study examines several important aspects in the ability to write speech texts, namely the ability to make speech frameworks based on topics, the ability to develop speech openings, the ability to develop speech content, the ability to develop speech conclusions, and the ability to use proper spelling. The results of the grade recapitulation showed that of all the students who were the subjects of the study, as many as 8 students obtained the very good category with a score range of 86–100, 4 students obtained the good category with a score range of 71–85, and 8 students were in the fair category with a score range of 56–70. If it is associated with the Minimum Completeness Criteria of 75, it can be concluded that most students have achieved

learning completeness, while some others have not met the set standards. This shows that the achievement of students' speech text writing skills is not completely evenly distributed. In terms of the ability to develop a speech opening, students generally understand the function of opening speeches, but there are still openings that are less interesting and not fully in accordance with the topic. In the aspect of developing the content of speeches, the most prominent weakness is the lack of deepening of ideas and integration between ideas. In the aspect of developing the closing speech, there are still speeches that have not provided strong affirmation and final impressions. Meanwhile, in the aspect of using proper spelling, most students have shown good skills, although there are still minor and repetitive technical errors. Overall, this research can be said to be quite successful because it was able to describe the condition of the ability to write speech texts of SMP Negeri 1 Tilamuta students objectively and systematically.

Second, the factors that affect the ability to write speech texts for grade VIII students of SMP Negeri 1 Tilamuta are influenced by various interrelated factors, both from within students and from the learning environment. Internal factors that affect the ability to write speech texts include interest and motivation to learn, vocabulary and language skills, understanding of the structure of speech texts, and the ability to develop ideas and use correct spelling. In addition to internal factors, there are also external factors that have an influence, namely the learning method used by teachers, the provision of speech text examples, opportunities to practice writing, and a supportive learning environment. Directed learning, ongoing teacher guidance, and regular writing exercises help students improve their speech writing skills. Thus, it can be concluded that improving the ability to write speech texts for grade VIII students of SMP Negeri 1 Tilamuta requires attention to these various factors in an integrated manner so that the results achieved are more optimal.

Third, it can be concluded that the solutions taken by teachers to overcome the factors that affect the ability to write speech texts for grade VIII students of SMP Negeri 1 Tilamuta are implemented through various efforts in the learning process. Teachers try to increase students' interest and motivation to learn by creating an active and fun learning atmosphere, as well as providing encouragement so that students are more confident in writing speech texts. In addition, teachers provide examples of good and correct speech texts so that students understand the structure and how to write speeches correctly. Through the application of varied learning methods and continuous evaluation, teachers help students understand their shortcomings and improve their writing.

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