



Teachers' Perspectives on Primary School Students' Speaking and Presenting Skills: A Survey Study

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Abstract

Speaking and presenting are learning outcomes that present greater challenges than other elements as they require students to possess both adequate verbal proficiency and psychological readiness. This study aims to describe teachers' perceptions of student achievement in speaking and to identify the factors perceived to influence these outcomes. A quantitative survey method was employed, utilizing questionnaires for data collection. The respondents consisted of 161 fifth and sixth-grade elementary school teachers in Padang City, selected through multistage random sampling. Data were analyzed using descriptive statistics. The results indicate that the overall achievement level of speaking and presenting in Phase C is 77.90%, categorized as "High". The highest achievement was found in students' post-learning confidence at 81.57% (Very High), while the lowest achievement was in the ability to organize a presentation with a clear structure (introduction, body, and conclusion), which only reached 69.57% and was categorized as "Moderate".

Keywords: achievement; learning outcomes; primary school; speaking ability

INTRODUCTION

This research was motivated by the allegation that speaking skills in elementary schools remain suboptimal. The results of the preliminary study in 3 elementary schools in Padang City are that, compared to other elements or abilities, this speaking element is among the lowest achievable elements and the lowest achievers. In addition, the results of teacher interviews indicated that the learning outcomes in speaking and presenting were unevenly distributed across classes. On the one hand, there are those with high achievements, but on the other hand, many students have meager achievements. Early observations showed that when the teacher allowed learners to come forward and speak, some were reluctant and embarrassed to talk. Language learning sometimes focuses too much on giving group assignments (Hassan et al., 2021).

In phase C, children experience essential cognitive, social, and language transitions at the primary school level. The general achievement at the end of phase C is that learners are expected to be able to speak and communicate effectively (Sammi & Amir, 2023). Apart from that, learners are also expected to show interest in texts, understand them, process them, and present them (Agustina, 2023). Students are expected to achieve each element in phase C so that they can listen,

read, write, speak, and present.

Speaking skills significantly impact students' overall language proficiency (Tai & Chen, 2024). The achievement of speaking and presenting learning at the primary school level is an important component in developing students' communication skills. These skills facilitate the practical expression of ideas and enhance self-confidence and critical thinking ability. The study by Özdil and Duran (2023) showed that a structured rubric for evaluating persuasive speaking skills, including categories such as planning, fluency, and body language, was effective in improving students' speaking skills (Özdil & Duran, 2023).

The learning outcomes of speaking and presenting for students in Phase C are integral to broader educational efforts aimed at equipping learners with effective communication skills that support academic performance and daily interaction. Strong oral communication competence has long been recognized as a foundational component of students' cognitive, social, and emotional development, contributing directly to classroom participation, collaborative learning, and self-efficacy. The learning outcomes of speaking and presenting for students in Phase C are integral to broader educational efforts aimed at equipping learners with effective communication skills that support academic performance and daily interaction. Strong oral communication competence has long been recognized as a foundational component of students' cognitive, social, and emotional development, contributing directly to classroom participation, collaborative learning, and self-efficacy. The urgency of mastering these skills is underscored by the fact that oral proficiency serves as a primary gateway to higher-order thinking and social integration; without it, students may face significant barriers in demonstrating their true academic potential (Mercer-Mapstone & Kuchel, 2017). However, in reality, teachers often struggle to teach learners to speak in public. Among the problems with speaking skills is the learners' anxiety (Asan & Sezgin, 2020; Duran et al., 2021). This anxiety, if left unaddressed, can lead to a "silent classroom" phenomenon where students become passive recipients of knowledge rather than active participants, ultimately hindering the development of the communicative competence required in the 21st-century landscape (Luo, 2013; Woodrow, 2006). However, in reality, teachers often struggle to teach learners to speak in public. Among the problems with speaking skills is the learners' anxiety (Asan & Sezgin, 2020); (Duran et al., 2021).

Efforts to understand the development of speaking and presenting skills in Phase C of primary schools require comprehensive attention, particularly regarding how these outcomes are manifested in daily classroom practice. In this context, this study aims to describe teachers' perceptions concerning the speaking and presenting achievement of Phase C students and to identify the perceived factors influencing these outcomes. By employing a survey method, this research provides a broad-scale descriptive overview of the current pedagogical conditions in Padang City. While individual student performance can be measured through direct testing, the use of teacher-based questionnaires is essential for capturing professional insights into students' consistent communicative behaviors and the contextual challenges faced in the classroom environment. This descriptive approach is critical for identifying systemic issues that may not be apparent through localized action research or experimental designs alone. Speaking problems occur not only in the preliminary study locations described above, but also in some previous research shows almost the same thing. Research on the constraints and issues of learning to speak has been conducted across various research designs. Still, it remains relatively small, namely limited to Action Research or quasi-experiments in small classes (Aini et al., 2012; Aufa et al.,

2020; Handrayani, 2022).

Referring to the description above, the problem formulation is a question: What is the current state of speaking learning achievement in elementary school students based on teachers' observations? The results of this research will then be used in the subsequent research to determine which model is most appropriate for developing speaking achievement in phase C of elementary school students. The urgency of this study is rooted in the fact that speaking proficiency is not merely a linguistic skill but a foundational component of a student's cognitive and social development. Failure to achieve these outcomes in Phase C can lead to long-term academic passivity and reduced self-efficacy in collaborative learning environments.

To support the novelty of the research to be carried out, the researchers conducted a literature review of related research topics. While previous studies have explored speaking difficulties in English language contexts or utilized specific action research designs such as mind mapping and storytelling, there remains a significant gap in large-scale descriptive data regarding the achievement of Phase C learning outcomes specifically within the Merdeka Curriculum framework. This study addresses this gap by surveying a broader population of teachers to identify systemic trends in classroom speaking performance. Research on students' speaking difficulties at the elementary school level was conducted by Febriani in 2022 in the context of English language learning. The results of this study indicate that speaking difficulties among students are caused by problems in expressing thoughts orally and a limited vocabulary (Febriani & Sya, 2022). Speaking challenges must be identified so that teachers know what factors cause them. Ali's 2023 research identified several factors contributing to students' learning difficulties, including excessive worry, fear, lack of interest, environmental disturbances, and shyness (Ali et al., 2023).

The role of the teacher is vast in achieving students' speaking ability. Research conducted by Dewantara and Taseman indicates that teachers are the most significant factor in the development of speaking skills, so teachers are expected to master various strategies and consistently provide students with opportunities to practice (Dewantara, 2012; Taseman et al., 2020). Learning styles are one alternative for improving learning achievement in elementary schools. As Wibowo's 2023 research shows, differentiated learning styles in Indonesian language subjects in elementary schools can be a solution to foster students' speaking and presentation skills (Wibowo et al., 2023). Learners' speaking skills can be integrated into Indonesian language subjects. Khusna's 2023 research concluded that four skills could be integrated into Indonesian language subjects to help students speak well, including teaching interviews, role-playing, drama, speeches, and group discussions (Khusna et al., 2023).

As noted in the previous studies, many have identified students' speaking difficulties in primary schools. However, there is no need to specifically examine the difficulty of achieving the learning outcomes of speaking and presenting elements in phase C in elementary schools. The results of the previous research above are various ways of identifying speaking difficulties in specific subjects, such as English and Indonesian. However, no one has specifically examined the identification of speaking and presenting learning outcomes in phase C students at the elementary school level.

While several studies have explored speaking difficulties in primary education (e.g., Aini et al., 2012; Febriani & Sya, 2022), there is still a limited amount of comprehensive data

specifically focusing on the achievement of speaking and presenting outcomes for Phase C students within the current curriculum framework. Most existing research is limited to small-scale Action Research or focuses on specific language subjects like English. Therefore, this study fills a critical gap by providing a broader descriptive analysis of these skills based on teacher perceptions across a metropolitan area. The researcher's research position is to identify initial materials to develop solutions and determine which model is most appropriate for achieving speaking in phase C in further research.

METHOD

This research uses a quantitative, survey-based approach to collect data from respondents. The quantitative approach was chosen because it allows researchers to measure phenomena objectively, utilize numerical data, and conduct statistical analysis to test hypotheses or answer research questions (Adrias & Ruswandi, 2025; Creswell, 2015). This approach also allows generalizing research results to a broader population through appropriate sampling techniques.

The survey instrument was developed based on specific indicators of speaking and presenting outcomes tailored for Phase C students. These indicators include: (1) clarity and orderliness of speech, (2) accuracy and relevance of vocabulary, (3) self-confidence in public speaking, (4) coherence in conveying ideas, (5) presentation structure (introduction, body, and conclusion), and (6) the ability to explain material and respond to audience questions. To ensure the quality of the data, the questionnaire underwent rigorous testing for validity and reliability. Content validity was established through expert judgment, ensuring each item accurately represented the intended speaking competencies. Furthermore, a pilot study was conducted to test the instrument's reliability; the results yielded a Cronbach's Alpha coefficient 0.72, indicating that the questionnaire is a reliable tool for measuring teachers' perceptions consistently.

This study used the multistage random sampling technique, a tiered sampling procedure. This technique starts with selecting larger sampling units, such as regions or schools, followed by sample selection at the individual level. This technique is effective for research with a widespread and heterogeneous Population, such as elementary school teachers in Padang City, West Sumatra (Singh & Masuku, 2014). Multistage random sampling helps to increase sample representativeness and reduce bias in respondent selection. The sample in this study comprised 161 primary school teachers in Padang City. This sample size was determined by considering a 5% margin of error, commonly used in survey research, to ensure adequate confidence (Neuman, 2007).

Data were collected using a questionnaire with closed-ended questions. This technique enables systematic, structured data collection and facilitates statistical analysis. Each question in the questionnaire used a Likert scale to measure the respondent's level of agreement with various statements related to the research topic. The closed-ended questionnaire technique makes it easy for respondents to provide answers and minimizes variations in the interpretation of questions (Oppenheim, 2000).

The collected data were analyzed using descriptive statistical analysis, which involves frequency calculations, averages, percentages, and distribution to describe data characteristics. The analysis process followed three systematic stages: (1) scoring the respondents' answers based on a 5-point Likert scale, (2) calculating the total score and percentage for each indicator, and (3) interpreting the results using a standardized achievement criterion. To provide a clear picture of the teachers' perceptions, the achievement level (P) was categorized based on a benchmark

modified from Sugiyono (2016) as follows: 81%–100% (Very High/Very Good), 61%–80% (High/Achieved), 41%–60% (Moderate), 21%–40% (Low), and 0%–20% (Very Low) . With this standardized descriptive analysis, researchers can infer general patterns from the data to provide an in-depth description of the respondents and the variables under study.

HASIL DAN PEMBAHASAN

Result

Student's Ability to Speak Clearly and Orderly When Speaking in Front of the Class

This study focuses on a critical aspect of speaking skills: students' ability to speak clearly and orderly when speaking in front of the class. This ability is one of the core competencies that students must master in Phase C of the elementary school level. In the learning process, speaking clearly and orderly is essential because it affects the audience's understanding of the message and reflects the student's ability to organize and convey information coherently.

A questionnaire was developed to assess the extent to which this ability is achieved and to elicit teachers' perceptions of students' speaking skills in class. This questionnaire consists of several statements about students' clarity, fluency, and orderliness in conveying ideas to peers and teachers. Teachers were asked to rate based on their observations during the learning process.

The survey results reveal a comprehensive profile of speaking and presenting achievement among Phase C students. Based on the descriptive analysis of nine key indicators, the overall achievement reached 77.90%, categorized as 'High'. To provide a clear comparison across these competencies, Figure 1 illustrates the range of achievement percentages. It is observed that while students excel in post-learning confidence (81.57%), they face the greatest challenge in organizing presentations with a clear structure (69.57%)

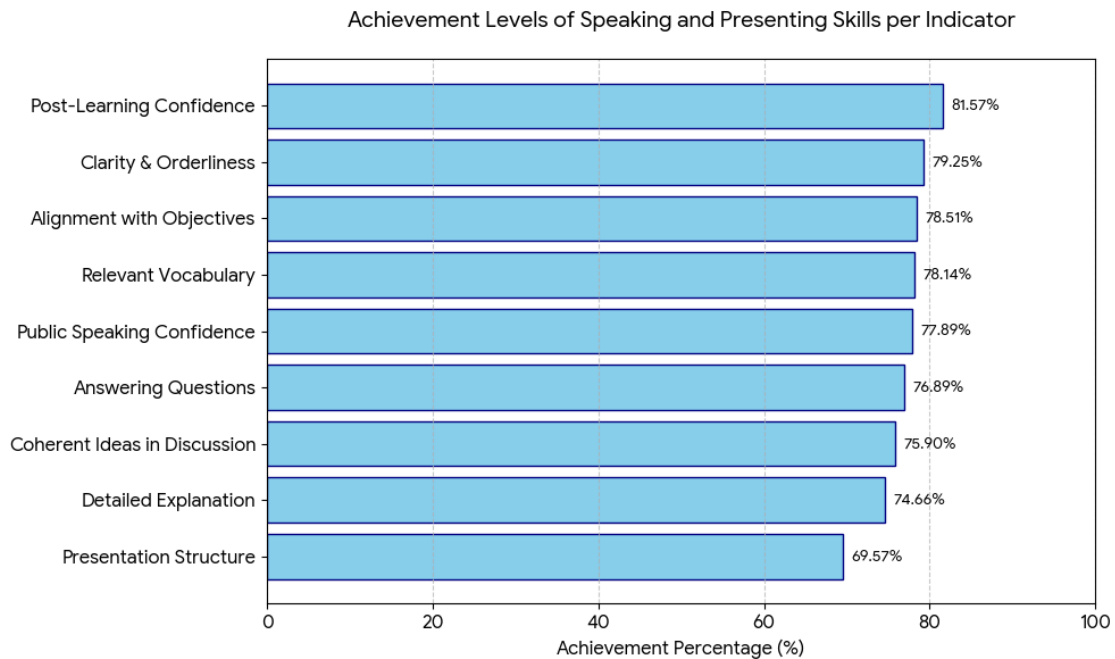


Figure 1. Teachers' perceptions of students' speaking and presenting skill achievement levels per indicator

Table 1. Ability to Speak Clearly and Orderly When Speaking in Front of the Class

Indicator	f	Percentage	Score
Strongly Agree	41	25,47	205
Agree	91	56,52	364
Undecided	17	10,56	51
Disagree	6	3,73	12
Strongly Disagree	6	3,73	6
Total	161	100	638

Referring to Table 1 above, it can be seen that according to the data and teacher observations about “the ability of students to speak clearly and regularly when speaking in front of the class,” 41 respondents (25.47%) stated “Strongly Agree,” 91 respondents (56.52%) stated “Agree,” 17 respondents (10.56%) said “Undecided,” 6 respondents (3.73%) stated “Disagree” and “Strongly Disagree.” The score obtained on this indicator is 638. This figure shows that the percentage of achievement on this indicator is 79.25% or at the “Achieved” level.

The Student's Ability to Use Vocabulary That is Appropriate and Relevant to the Topic of Conversation in Speaking Activities

In addition to speaking clarity, students' ability to use vocabulary appropriate and relevant to the topic of conversation is also an essential indicator of speaking learning. The use of proper vocabulary not only reflects students' understanding of the topic but also their ability to convey ideas clearly and accurately. At the elementary school level, mastering relevant vocabulary is the foundation for developing practical communication skills.

This study assesses how Phase C students can use appropriate vocabulary when speaking in front of the class or participating in other speaking activities. Teachers completed a questionnaire to obtain data on how students could select and use proper words in the context of the topic being discussed. Teachers were asked to assess various aspects of vocabulary accuracy, relevance to the material, and the variety of vocabulary used by students during in-class speaking activities.

Table 2. Students' Ability to Use Vocabulary That is Appropriate and Relevant to the Topic in Speaking Activities

Indicator	f	Percentage	Score
Strongly Agree	37	22,98	185
Agree	86	53,42	344
Undecided	28	17,39	84
Disagree	6	3,73	12
Strongly Disagree	4	2,48	4
Total	161	100	629

Referring to the table above, it can be seen that according to the data and teacher observations about “The use of vocabulary that is appropriate and relevant to the topic of conversation in speaking activities,” 37 respondents (22.98%) stated “Strongly Agree,” 86 respondents (53.42%) said “Agree,” 28 respondents (17.39%) stated “Undecided,” 6 respondents (3.73%) stated “Disagree.” Four respondents (2.48%) said “Strongly Disagree.” The score obtained on this indicator is 629. This figure shows that the achievement percentage for this indicator is 78.14%, indicating the “Achieved” level.

Self-Confidence in Public Speaking

Self-confidence is a key factor influencing students' ability to speak in public. At the elementary school level, especially in Phase C, building confidence in communication is crucial to developing practical speaking skills. Students with high self-confidence tend to convey ideas more clearly, speak up in front of an audience, and are more open to participating in class discussions.

This study evaluates students' confidence levels when speaking in public based on teacher observations during teaching and learning activities. The questionnaires completed by the teachers included several indicators of confidence, such as students' courage in expressing their opinions in front of the class, their ability to remain calm and not nervous, and their assertiveness in speaking. Teachers were asked to assess the extent to which students showed confidence in various public speaking activities.

Table 3. Good Self-confidence in Public Speaking

Indicator	f	Percentage	Score
Strongly Agree	36	22,36	180
Agree	85	52,80	340
Undecided	29	18,01	87
Disagree	9	5,59	18
Strongly Disagree	2	1,24	2
Total	161	100	627

Referring to the table above, it can be seen that according to the data and teacher observations regarding “Good self-confidence when speaking in public,” 36 respondents (22.36%) stated “Strongly Agree,” 85 respondents (52.80%) stated “Agree,” 29 respondents (18.01%) said “Undecided,” 9 respondents (5.59%) stated “Disagree.” Two respondents (1.24%) stated, “Strongly Disagree.” The score obtained on this indicator is 627. This figure shows that the achievement percentage for this indicator is 77.89%, indicating it is at the “High” level.

Student's Ability to Convey Ideas and Opinions Coherently in Class Discussions

The ability to convey ideas and opinions coherently is one of the essential communication skills students must master, especially at the Phase C Primary School level. This ability reflects students' ability to organize thoughts coherently and logically so that the audience can easily understand them, especially in class discussions. Coherent idea delivery helps students actively participate in discussions, make meaningful contributions, and improve critical thinking skills.

This study aims to assess students' ability to convey ideas and opinions coherently during class discussions. Data were obtained from a questionnaire completed by teachers, which included assessments of several aspects of coherence, such as students' ability to organize ideas in an orderly manner, connect one thought to another, and make arguments relevant to the topic of discussion. Teachers were asked to provide an assessment based on their observations during classroom teaching and learning.

This section presents the questionnaire results, which illustrate students' ability to convey ideas and opinions coherently in class discussions, providing insights into how Phase C students in primary schools in Padang City develop critical thinking skills and communicate effectively.

Table 4. Ability to Convey Ideas and Opinions Coherently in Class Discussions

Indicator	f	Percentage	Score
Strongly Agree	27	16,77	135
Agree	92	57,14	368
Undecided	26	16,15	78
Disagree	14	8,70	28
Strongly Disagree	2	1,24	2
Total	161	100	611

Referring to Table 4 above, it can be seen that according to the data and teacher observations about “Students' ability to convey ideas and opinions coherently in class discussions,” 27 respondents (16.77%) stated “Strongly Agree,” 92 respondents (57.14%) stated “Agree,” 26 respondents (16.15%) said “Undecided,” 14 respondents (8.70%) stated “Disagree.” Two respondents (1.24%) stated “Strongly Disagree.” The score obtained on this indicator is 611. This figure shows that the achievement percentage for this indicator is 75.90%, indicating it is at the “High” level.

Compose a Presentation With a Clear Structure, Including an Introduction, Body, and Conclusion

One important aspect of speaking and presentation skills is organizing a presentation with a clear and coherent structure. At the primary school level, especially Phase C, this skill is introduced to help students organize their ideas well through presentations. A well-structured essay, with an introduction, body, and conclusion, allows students to convey information logically and in a way that is easily understood by the audience.

This study examines how students can organize a presentation with a clear structure, as assessed by the teacher. Teachers completed a questionnaire, and assessments were given on students' ability to compose an exciting introduction, develop content with in-depth arguments or information, and deliver a closing that summarizes the essence of their presentation. Teachers were also asked to assess the smooth transition between the introduction, body, and conclusion, which indicates coherent thinking skills. This section will present the results of the questionnaire on the ability to structure presentations, providing an overview of students' achievement in organizing their ideas in oral presentations to the class.

Table 5. Ability to Organize a Presentation With a Clear Structure, Including Introduction, Body, and Conclusion

Indicator	f	Percentage	Score
Strongly Agree	23	14,29	115
Agree	63	39,13	252
Undecided	45	27,95	135
Disagree	28	17,39	56
Strongly Disagree	2	1,24	2
Total	161	100	560

Referring to Table 5 above, it can be seen that according to the data and teacher observations about “The ability to arrange presentations with a clear structure, including introduction, content, and closing,” 23 respondents (14.29%) stated “Strongly Agree,” 63 respondents (39.13%) said “Agree,” 45 respondents (27.95%) stated “Undecided,” 28 respondents (17.39%) stated

“Disagree.” Two respondents (1.24%) said “Strongly Disagree.” The score obtained on this indicator is 560. This figure shows that the achievement percentage for this indicator is 69.57%, which is at the “Medium” level.

In contrast, the moderate achievement in presentation structure (69.57%) highlights a critical pedagogical challenge. This phenomenon can be explained through Cognitive Load Theory (Sweller et al., 2011), which suggests that the simultaneous demands of managing content, language, and structural transitions create a high cognitive burden for young learners. This complexity often leads to the omission of key structural elements, such as formal introductions or logical conclusions. To mitigate this, Harris et.al, (2006) emphasizes the necessity of instructional scaffolding, such as providing structured templates, to help students organize their thoughts more systematically.

The Student's Ability to Explain Presentation Materials With Sufficient Detail and Comprehensibility

This study also assessed elementary school students' ability to re-explain the presentation material with sufficient detail and in an easy-to-understand manner. This ability is essential for determining the extent to which students can understand and communicate the material they have learned. The questionnaire distributed to elementary school teachers aims to measure their perceptions of students' ability to explain presentation materials. The results of this measurement will provide an overview of students' level of understanding and communication skills in the context of learning. The following are the results of the questionnaire.”

Table 6. Ability to Explain Presentation Material With Sufficient Detail and Easy-to-understand

Indicator	f	Percentage	Score
Strongly Agree	21	13,04	105
Agree	96	59,63	384
Undecided	26	16,15	78
Disagree	16	9,94	32
Strongly Disagree	2	1,24	2
Total	161	100	601

Referring to Table 6 above, it can be seen that according to the data and teacher observations about the “Ability to explain presentation material with sufficient detail and easy to understand,” as many as 21 respondents (13.04%) stated “Strongly Agree,” as many as 96 (59.63%) stated “Agree,” as many as 26 respondents (16.15%) said “Undecided,” as many as 16 respondents (9.94%) stated “Disagree.” As many as two respondents (1.24%) stated “Strongly Disagree.” The score obtained on this indicator is 601. This figure shows that the achievement percentage for this indicator is 74.66%, indicating it is at the “High” level.

The Student's Ability to Answer Questions From the Audience Well After the Presentation

A critical indicator of the effectiveness of presentation-based learning is students' ability to answer audience questions after delivering the material. This indicator measures students' understanding of the material presented and their ability to respond to questions appropriately. The questionnaire distributed to elementary school teachers aims to determine the extent to which students can answer questions from the audience effectively. The following are the results of the questionnaire on this indicator.

Table 7. Ability to Answer Questions From the Audience Well After the Presentation

Indicator	f	Percentage	Score
Strongly Agree	24	14,91	120
Agree	98	60,87	392
Undecided	31	19,25	93
Disagree	6	3,73	12
Strongly Disagree	2	1,24	2
Total	161	100	619

Referring to the table above, it can be seen that according to the data and teacher observations about “The ability to answer questions from the audience well after the presentation,” as many as 24 respondents (14.91%) stated “Strongly Agree,” as many as 98 (60.87%) stated “Agree,” as many as 31 respondents (19.25%) stated “Undecided,” as many as six respondents 3.73% said “Disagree” and as many as two respondents (1.24%) stated “Strongly Disagree.” The score obtained on this indicator is 619. This figure shows that the achievement percentage for this indicator is 76.89%, indicating it is at the “High” level.

Confidence in Speaking and Presenting Material After Following This Learning Activity

One of the main objectives of presentation-based learning is to increase students' confidence in speaking in front of an audience and presenting the material they have learned. This indicator measures the extent to which the learning activity influences elementary school students' confidence in delivering presentations. This questionnaire collects teachers' perceptions of students' confidence development after learning. The following are the results of the questionnaire on this indicator.”

Table 8. Confidence in Speaking and Presenting Material After Participating in This Learning Activity

Indicator	f	Percentage	Score
Strongly Agree	36	22,36	180
Agree	106	65,84	424
Undecided	17	10,56	51
Disagree	0	0,00	0
Strongly Disagree	2	1,24	2
Total	161	100	657

Referring to Table 8 above, it can be seen that according to the data and teacher observations about “Confidence in speaking and presenting material after participating in this learning activity,” 36 respondents (22.36%) stated “Strongly Agree,” 106 (65.84%) stated “Agree,” 17 respondents (10.56%) said “Undecided,” 2 respondents (1.24%) stated “Strongly Disagree.” The score obtained on this indicator is 657. This figure shows that the achievement percentage for this indicator is 81.57%, which is at the “Very High” level. The very high achievement in post-learning confidence (81.57%) suggests a significant positive shift in students' self-efficacy. Theoretically, this result aligns with Bandura’s self-efficacy theory, which posits that successful experiences in performing a task strengthen an individual’s belief in their capabilities. However, as argued by Thornbury (2005), while confidence is a vital catalyst, it must be balanced with linguistic accuracy and fluency to ensure effective communication. The high confidence observed here indicates that the classroom environment has successfully provided a 'low-filter' setting, allowing students to express themselves without excessive fear of error.

Students' Speaking and Presenting Skills About the Set Learning Objectives

This research also evaluates students' speaking and presentation skills against the set learning objectives. This indicator aims to measure the extent to which students' skills in delivering material through presentations meet the standards and competencies expected in the learning process. This questionnaire collected primary school teachers' views to assess whether students' speaking and presenting skills have achieved the desired learning objectives. The following are the results of the questionnaire on these indicators.

Table 9. Students' Speaking and

Indicator	f	Percentage	Score
Strongly Agree	27	16,77	135
Agree	103	63,98	412
Undecided	25	15,53	75
Disagree	4	2,48	8
Strongly Disagree	2	1,24	2
Total	161	100	632

Presentation Skills Align With the Set Learning Objectives

Referring to Table 9 above, it can be seen that according to the data and teacher observations about “students have speaking and presenting skills by the learning objectives set,” 27 respondents (16.77%) stated “Strongly Agree,” 103 (63.98%) stated “Agree,” 25 respondents (15.53%) said “Undecided,” 4 respondents (2.48%) stated “Disagree”, and two respondents (1.24%) stated, “Strongly Disagree.” The score obtained on this indicator is 632. This figure shows that the achievement percentage for this indicator is 78.51%, indicating it is at the “High” level.

Discussion

Based on the research results presented on learners' ability to speak clearly and regularly in front of the class, several interesting findings warrant further analysis. Among the respondents, most teachers responded positively to students' speaking ability. A total of 41 respondents (25.47%) stated “Strongly Agree,” and 91 respondents (56.52%) said “Agree” that students can speak clearly and regularly in front of the class. This shows that most teachers perceive students' speaking ability as pretty good.

However, a few respondents also expressed doubts (10.56%) and disagreement (3.73%) with students' speaking ability. This shows variations in learners' ability to speak clearly and regularly, which may be influenced by factors such as confidence level, language background, or opportunities to speak in public. Good speaking skills require active and participatory teaching. Richards argues that learning speaking skills should include interactive methods that allow students to participate actively, such as task-based activities or class discussions. (Richards, 2008) One critical factor influencing success in speaking skills is the opportunity to practice consistently in a supportive environment (Thornbury, 2005).

These results are based on research by Mercer-Mapstone & Kuchel (2017), which shows that speaking effectively in public is an essential skill that must be developed through active learning (Mercer-Mapstone & Kuchel, 2017). They emphasized the importance of oral interaction in education to improve communication and critical thinking skills. Therefore, although the study's results show a high level of achievement, teachers should continue to provide students

with more opportunities to practice public speaking. Speaking skills are productive skills that require constant practice and contextualization in real situations to develop well. This means that although the achievement score is already relatively high, there is still a need for more intensive interventions for students who have difficulty speaking in public (Brown, 1983).

Based on the research results presented in the previous description, vocabulary appropriate and relevant to the topic of conversation in student speaking activities shows quite good results. A total of 37 respondents (22.98%) stated “Strongly Agree,” and 86 respondents (53.42%) said “Agree,” indicating that the majority of primary school teachers agree that students can use appropriate vocabulary during speaking activities. This shows that students' skills in selecting relevant vocabulary applicable to the conversation context are well developed. In contrast, 28 respondents (17.39%) stated “Undecided,” 6 respondents (3.73%) said “Disagree,” and four respondents (2.48%) stated “Strongly Disagree.” This indicates that although most students have shown adequate ability, some still need additional support in using more specific and appropriate vocabulary.

The overall score for this indicator is 629, equivalent to an achievement percentage of 78.14%, placing it at the “Achieved” level. This indicates that, in general, students can use appropriate vocabulary in speaking activities, although there is room for improvement. These results align with language development theory, which states that at primary school age, children begin to develop the ability to use vocabulary more specifically and contextually. However, individual differences in language development speed remain evident (Nippold, 2016). Some research also shows that a rich and relevant vocabulary contributes directly to better communication skills, especially in primary education (Stahl & Nagy, 2007).

Based on the data regarding "Good self-confidence when speaking in public," 36 respondents (22.36%) selected "Strongly Agree," and 85 respondents (52.80%) selected "Agree." This shows that most primary school teachers think students have confidence when speaking in public. 75.16% of respondents responded positively, indicating that students' speaking skills have developed well, especially in self-confidence.

However, 29 respondents (18.01%) stated “Undecided,” 9 (5.59%) said “Disagree,” and 2 (1.24%) stated “Strongly Disagree.” This indicates that some students still need reinforcement in their confidence when speaking in public. This suggests that several students still need reinforcement in their confidence when speaking in public. This challenge could relate to factors such as experience speaking in front of an audience, a supportive learning environment, or feelings of anxiety in public situations (Luo, 2013). The score for this indicator is 627, which corresponds to an achievement percentage of 77.89%, placing it in the “High” level. This result shows that most students have achieved relatively good self-confidence, although there is room for further improvement.

This study's results align with the theory that public speaking confidence is a skill that can be developed through regular practice and positive experiences (Gregersen & Horwitz, 2002). Improving this skill requires learning approaches that encourage active participation, such as group presentations and role-plays, which allow students to speak in front of an audience in a supportive, safe environment (Woodrow, 2006). To increase the confidence of students who are still hesitant or unconfident, a more supportive and participatory approach can be provided

through cooperative learning methods and gradual speaking opportunities in small groups before speaking in front of the class. This strategy aligns with research emphasizing the importance of a gradual approach in reducing speaking anxiety and increasing confidence (Woodrow, 2006).

Based on the study on "Students' ability to convey ideas and opinions coherently in class discussions," the data show that 27 respondents (16.77%) stated "Strongly Agree," and 92 respondents (57.14%) stated "Agree." This indicates that most teachers feel students can convey their ideas and opinions fairly well and coherently in class discussions. This shows that most teachers feel students can convey their ideas and opinions reasonably well and coherently in class discussions. Overall, 73.91% of respondents responded positively, indicating that students' communication skills in discussions are well developed.

However, 26 respondents (16.15%) stated "Undecided," 14 (8.70%) stated "Disagree," and 2 (1.24%) stated "Strongly Disagree." This suggests that some students still need additional support in expressing ideas and opinions coherently. This shows that some students still need additional support in conveying ideas and opinions coherently. The score obtained on this indicator is 611, with a percentage of achievement of 75.90%, placing it at the "High." This result shows that most students have an excellent ability to convey ideas and opinions coherently, although there is still room for improvement.

This study aligns with communication theory, which states that conveying ideas coherently is essential to verbal interaction and group discussion. (Brown, 1983). Developing these skills requires consistent practice and opportunities to practice speaking in various contexts, such as class discussions and presentations (Walsh, 2011). In addition, learning approaches that emphasize critical thinking and idea-organizing strategies, such as brainstorming and concept maps, can help students develop their ability to express opinions in a more structured and effective manner (Pressley & McCormick, 1995). Teachers can provide additional practice and constructive feedback in class discussion activities to improve this skill. Applying project-based learning models and small-group discussions can help students practice and improve their ability to convey ideas clearly and coherently (Walsh, 2011).

Based on the data regarding "Ability to organize presentations with a clear structure, including introduction, body, and conclusion," the results show that 23 respondents (14.29%) selected "Strongly Agree," and 63 respondents (39.13%) selected "Agree." This indicates that many teachers feel that students can organize presentations with a clear structure, including an introduction, body, and conclusion. This indicates that many teachers feel students can put together a presentation with a clear structure, including an introduction, body, and conclusion. 53.42% of respondents responded positively, indicating that most students have demonstrated adequate ability.

However, there were 45 respondents (27.95%) who stated "Undecided," 28 respondents (17.39%) who stated "Disagree," and two respondents (1.24%) who stated "Strongly Disagree." This indicates a concern that some students still struggle to assemble a well-structured presentation. This challenge could be related to students' ability to systematically plan and organize presentation content, an essential skill in effective communication. The score for this indicator is 560, with an achievement percentage of 69.57%, indicating a level of "Moderate." Despite progress, there is room for improvement in the structure of presentations. The lower

achievement in presentation structure (69.57%) suggests that students still struggle with managing complex verbal tasks. According to Cognitive Load Theory (Sweller, 2011), public speaking requires simultaneous processing of content and delivery techniques, which may overwhelm a young learner's working memory. This finding aligns with the view that instructional scaffolding is essential to help students organize their thoughts systematically during oral presentations.

These results are consistent with theories on presentation preparation that emphasize the importance of a clear structure for effective communication (Harris et al., 2006). A good presentation should have an engaging introduction, well-organized content, and a solid conclusion to ensure the audience understands the message (Emden & Becker, 2010). Teachers can use learning methods that focus on planning and organizing presentations to improve these skills. Techniques such as using presentation templates, outlining exercises, and specific feedback after presentations can help students understand the importance of each part of the presentation structure and how to integrate them effectively (Publishing, 2023).

Based on the data on “Elementary students' ability to explain presentation materials with sufficient detail and easy to understand,” the results show that 21 respondents (13.04%) selected “Strongly Agree,” and 96 respondents (59.63%) selected “Agree.” This indicates that most teachers think students are good enough at explaining presentation materials with sufficient detail and that the materials are easy to understand. This shows that most teachers think students are good at explaining presentation materials in sufficient detail and that these materials are easy to understand. Overall, 72.67% of respondents responded positively, indicating that students' communication skills in this regard are well developed.

However, 26 respondents (16.15%) stated “Undecided,” 16 respondents (9.94%) stated “Disagree,” and two respondents (1.24%) stated “Strongly Disagree.” This indicates a concern that some students still face challenges in delivering the material in a detailed and transparent manner. This issue may be related to the student's ability to organize information and convey explanations effectively. (Schneider & Pressley, 2013). The score obtained on this indicator is 601, with a percentage of achievement of 74.66%, indicating a " High " level.” This result shows that most students have excellent ability to explain presentation material in detail and to understand it effortlessly, although there is still room for further improvement.

This study aligns with the theory that the ability to explain material in detail is an essential component of effective communication (Paas & Ayres, 2014). Clear and detailed explanations help the audience better understand the material and ensure the message is conveyed effectively (Miller, 1956). Research has also shown that students often need additional practice and constructive feedback to improve their ability to explain material (Boud & Falchikov, 2007). In addition, providing specific feedback after the presentation can help students improve on aspects that need improvement (Boud & Falchikov, 2007).

Based on the data regarding “The development of speaking and presenting skills compared to the beginning of the school year,” the results show that 33 respondents (20.50%) selected “Strongly Agree,” and 108 respondents (67.08%) selected “Agree.” This means that most teachers feel that there has been a significant improvement in students' speaking and presenting skills compared to the beginning of the school year. This shows that most teachers feel a significant improvement in students' speaking and presenting skills compared to the beginning of

the school year. 87.58% of respondents responded positively, indicating that the development of students' speaking and presenting skills was considered very good. Only 16 respondents (9.94%) expressed "Undecided," while two respondents (1.24%) expressed "Disagree," and two respondents (1.24%) expressed "Strongly Disagree." These figures show that a small percentage of teachers believe some students still face shortcomings or challenges in speaking and presentation skills. However, this percentage is tiny compared to the number of respondents who responded positively.

The score obtained on this indicator was 651, with an achievement percentage of 80.87%, indicating a level of "Very High." These results confirm that there was very significant progress in students' speaking and presenting skills during the school year. These results are consistent with the literature, which shows that speaking and presenting skills can be improved through consistent practice and constructive feedback (Kagan, 1994). Furthermore, factors such as teacher support and opportunities to practice regularly can positively influence the development of these skills (Boud & Falchikov, 2007).

To maintain and further develop these skills, teachers must continuously provide constructive feedback and create an environment that supports speaking practice. Techniques such as peer review, practice presentations in front of the class, and the integration of speaking activities into the curriculum can help students continue to develop their speaking and presentation skills (Kagan, 1994).

Based on the data regarding "Learners have speaking and presenting skills by the learning objectives set," the results show that 27 respondents (16.77%) selected "Strongly Agree," and 103 respondents (63.98%) selected "Agree." This shows that most teachers feel students are good at achieving learning objectives related to speaking and presenting. This shows that most teachers feel that students have done quite well in achieving the learning objectives related to speaking and presenting skills. Overall, 80.75% of respondents responded positively, indicating that students can generally meet the expected standard for speaking and presenting skills.

However, 25 respondents (15.53%) expressed "Undecided," 4 respondents (2.48%) expressed "Disagree," and two respondents (1.24%) expressed "Strongly Disagree." These percentages indicate that a few teachers still feel that students have not fully met the learning objectives in this aspect. This may be related to differences in perceptions of the expected standard of speaking and presenting skills, or to individual challenges some students face (Schneider & Pressley, 2013).

The score obtained on this indicator is 632, with a percentage of achievement of 78.51%, indicating a "High" level." This figure shows that students' speaking and presentation skills have generally developed well and align with the learning objectives set. This result aligns with theories emphasizing the importance of speaking and presenting skills in achieving learning objectives. This ability is often a key indicator of teaching effectiveness and learning achievement (Gordon, 2003). Research shows that students who communicate well in presentations tend to have a better understanding of the material and can apply their knowledge more effectively (Sweller et al., 2011). To further improve these skills, teachers can use approaches that focus on specific and constructive feedback and create more opportunities for students to practice public speaking.

Techniques such as peer evaluation, repeated presentation practice, and integrating speaking skills into various learning activities can help achieve this goal (Kagan, 1994).

The researchers acknowledge that this study has several limitations that should be considered when interpreting the findings. First, the research relies exclusively on self-reported teacher perceptions through questionnaires. Without data triangulation from direct classroom observations, objective student performance documentation, or the use of standardized speaking assessment rubrics, these findings reflect 'perceived' achievement rather than empirically measured speaking competence. This reliance may introduce potential biases, such as the leniency effect or variations in how individual teachers interpret the questionnaire items.

CONCLUSION

The research findings demonstrate that the overall achievement of speaking and presenting learning outcomes for Phase C students in Padang City is 77.90%, which falls into the "High" category. However, a detailed analysis reveals significant variations across the nine indicators studied. Students showed their strongest performance in confidence after following learning activities, which reached a "Very High" level of 81.57%. High achievement was also observed in the ability to speak clearly and orderly (79.25%), alignment with learning objectives (78.51%), relevant vocabulary use (78.14%), and general public speaking confidence (77.89%). In contrast, several aspects of speaking skills were identified as poorly understood or requiring more intensive support. The lowest achievement was found in the ability to organize a presentation with a clear structure including an introduction, body, and conclusion which only reached 69.57% and was categorized at a "Medium" level. Furthermore, the ability to explain material in detail (74.66%) and coherence in class discussions (75.90%) showed lower achievement compared to basic speaking indicators. The study also highlights a critical gap in external support, where the need for facilities, infrastructure, and teaching materials received the lowest overall score of 36.40%. Consequently, while students generally meet the expected standards, pedagogical interventions should prioritize instructional scaffolding for structural presentation skills and the provision of adequate learning resources.

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