



Ability To Write Speech Texts in Grade VIII Students of Junior High School

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Article Info	Abstract
Received: 2026-04-07 Revised: 2026-05-19 Accepted: 2026-09-20 Keywords: writing speeches, writing skills, junior high school students, Indonesian language learning, descriptive studies DOI: 10.24256/ideas.v14i2.11694 Corresponding Author: Kevin Jonatan Batolu kevinjonathan334@gmail.com Indonesian Language and Literature Education, FKIP Tadulako University	<i>The ability to write speech texts is one of the important competencies in learning Indonesian language because it supports the ability to think critically, communicate, and convey ideas systematically in accordance with the demands of the Independent Curriculum. In contrast to previous research which generally focused on the effectiveness of learning models or strategies, this study aims to comprehensively describe students' speech writing abilities based on the assessment components used in learning. This study uses a quantitative descriptive approach with 24 research subjects of class VIII C SMP Negeri 19 Palu. Data was collected through observation, writing tests, and documentation, then analyzed using descriptive statistics in the form of average score, percentage of completeness, minimum score, and maximum score. The results showed that students' speech writing ability was in the good category with an average score of 87.70, the highest score of 100, the lowest score of 75, and the percentage of learning completeness reached 100%. Analysis based on the assessment component shows that the aspect of title selection obtains the highest achievement, while content development is still an aspect that requires attention because some students have not been able to develop ideas in depth and systematically. The findings of this study provide an empirical overview of the profile of students' speech writing ability that can be used as a basis for evaluating and developing writing learning that is more process-oriented and supports the implementation of the Independent Curriculum in junior high schools.</i>

1. Introduction

Writing skills are one of the productive language skills that have an important role in learning Indonesian. Through writing activities, students not only convey information, but also develop critical, creative, systematic, and reflective thinking skills. In the implementation of the Independent Curriculum, Indonesian language learning is directed at strengthening literacy competence through the ability to produce various types of texts in accordance with communication goals, context, and reader characteristics. Therefore, writing ability is one of the important indicators in measuring the success of language learning as well as the readiness of students to face various academic and social communication situations.

One of the writing competencies that students must master at the junior high school level is writing speech texts. Speech text is a form of persuasive communication that aims to convey ideas, information, and invitations in a logical, systematic, and communicative manner to the audience. Writing speech texts requires the ability to develop ideas, organize the text, use appropriate language rules, and choose effective language so that the message conveyed is easy for the listener to understand. Thus, the mastery of speech text writing skills not only supports the achievement of competencies in Indonesian subjects, but also forms communication skills needed in academic activities, school organizations, and community life.

Writing skills are essentially a complex cognitive process. Flower and Hayes (1981) explained that writing takes place through several interrelated stages, namely pre-writing (*Prewriting*), drafting (*drafting*), revision (*Revision*), editing (*Editing*), and publications (*Publishing*). Each stage contributes to the quality of the writing produced so that writing learning should not only be oriented to the final product, but also to the process of thinking and developing ideas. In line with this theory, the genre-based approach (*Genre-based approach*) emphasizes that each type of text has different social goals, rhetorical structures, and linguistic characteristics so that learners need to understand these characteristics before producing a piece of writing (Hyland, 2007). This approach views learning to write as a process of providing support (*scaffolding*) gradually so that students are able to produce texts that are in accordance with the communication context (Hyland, 2021).

In addition to the learning process, assessments are also an important part of developing writing skills. Weigle (2002) explained that the assessment of writing ability needs to be carried out comprehensively through several components, such as content, organization, language use, vocabulary, and mechanical aspects of writing so as to be able to provide a complete picture of students' abilities. Graham (2019) also emphasized that effective writing learning requires continuous practice, formative assessment, and constructive feedback so that students are able to improve the quality of their writing gradually. Thus, writing skills are not only influenced by mastery of the material, but also by the quality of the learning

process and the assessment system applied. Various studies show that students' writing skills are still a challenge in learning Indonesian. Hidayati et al. (2022) prove that the model *Think Talk Write* With the help of newspapers, it is able to improve writing skills through thinking, discussing, and writing activities gradually. Putri (2022) reports that the 3M strategy (*Observing, Imitating, and Modifying*) effectively improve the ability to write speech texts while increasing students' learning activity. Research by Utami and Pristiwati (2023) shows that the Group Investigation model assisted by audio media is able to improve persuasive speech text writing skills through collaborative activities. Furthermore, Utomo, Subyantoro, and Pristiwati (2025) found that the *Cooperative Integrated Reading and Composition* (CIRC) is more effective than the *Think Talk Write* in improving the ability to write speech texts because it is able to integrate reading skills and the development of ideas. Rosdiana et al. (2026) also showed that the use of Edpuzzle-based learning media has a positive impact on improving writing skills through the presentation of more interactive materials.

Although these studies have made significant contributions to the development of writing learning, most are still oriented towards testing the effectiveness of learning models, strategies, or media through experimental research and classroom action research. The focus of the research is more directed at improving learning outcomes after the treatment so that information about the actual abilities of students before obtaining learning interventions is still relatively limited. In fact, descriptive research has an important role in providing empirical information about the profile of students' writing ability as the basis for preparing learning strategies, developing assessment instruments, and providing feedback that is in accordance with the learning needs of students. In other words, before designing a learning intervention, teachers need to know in advance the strengths and weaknesses of students' writing skills.

In addition, research on the ability to write speech texts at the junior high school level is still relatively limited, especially those that describe students' abilities based on assessment components in detail and combine the results of writing tests with the results of observation of the learning process. Most studies only report final grades or improved learning outcomes without explaining aspects of writing skills that have been mastered or that still need improvement. This condition shows that there are research gaps that need to be filled through descriptive research that is able to provide a more comprehensive picture of students' writing skills.

Based on theoretical studies and previous research, this study uses a conceptual framework that integrates Writing Process Theory (Flower & Hayes, 1981) and Genre-Based Approach (Hyland, 2007). These two theories are the basis for describing the ability to write speech texts through five assessment components, namely title selection, content development, text organization, spelling accuracy, and punctuation use. The analysis of each of these components

is expected to be able to provide an empirical picture of the profile of students' writing ability as well as identify aspects that still need to be strengthened in learning.

Figure 1. Research Conceptual Framework

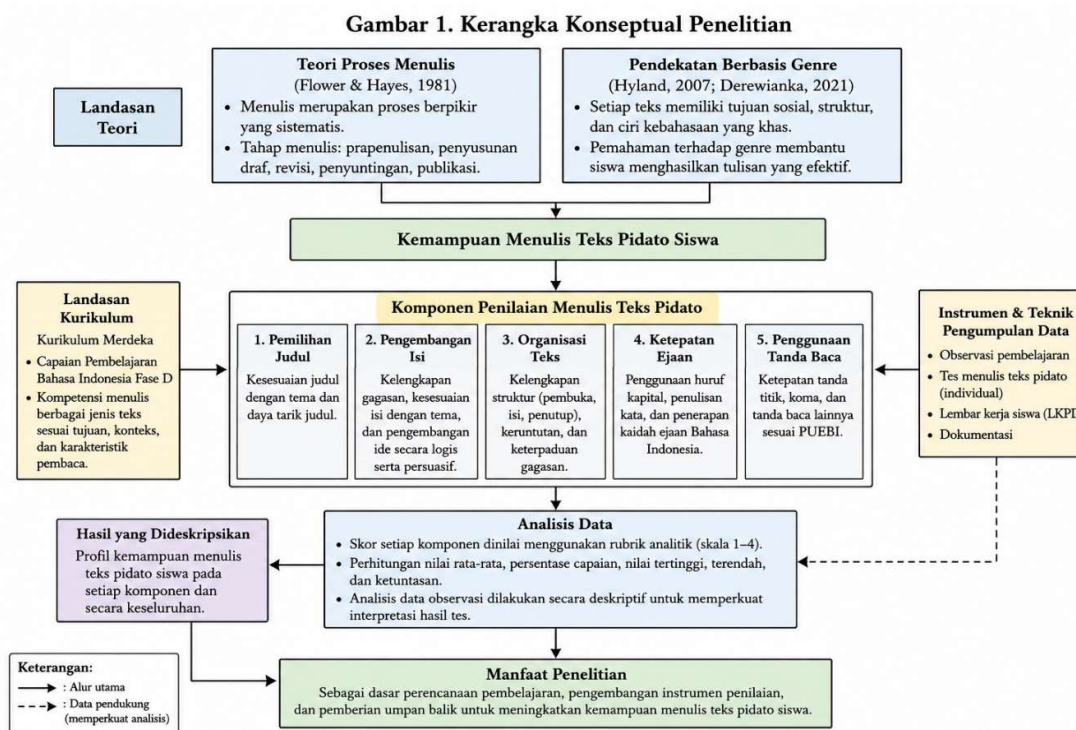


Figure 1. A conceptual framework of research that integrates writing process theory and genre-based approaches as a basis for describing students' speech writing abilities.

Based on this conceptual framework, this study offers novelty by providing a comprehensive description of students' speech text writing abilities based on five assessment components combined with the results of observation of the learning process. In contrast to previous research that evaluated the effectiveness of a learning model, this study focuses on mapping students' actual abilities so that the results can be used as a basis for designing learning, formative assessments, and providing more targeted feedback in accordance with the implementation of the Independent Curriculum.

Therefore, this study aims to describe the ability to write speech texts in grade VIII students of SMP Negeri 19 Palu based on five assessment components. In particular, this research is directed to answer the following research questions.

1. How is the ability to write speech texts for grade VIII students of SMP Negeri 19 Palu as a whole?
2. How is the achievement of students' abilities in each component of the

assessment of writing speech texts?

2. Method

This study uses a quantitative descriptive method. This method was chosen because it aims to describe the ability to write student speech texts based on the scores obtained on each component of the assessment. The main data in the form of writing test scores were analyzed using descriptive statistics, while observation results were used as supporting data to describe the learning process in the classroom. The research was carried out at SMP Negeri 19 Palu with 24 students in grade VIII C. Class selection was carried out purposively based on the recommendation of the Indonesian subject teacher with the consideration that the class had studied the speech text material in accordance with the applicable learning outcomes and represented the condition of the writing ability of grade VIII students at the school. The study participants were about 13–14 years old, consisting of 13 male students and 11 female students.

Data Collection Techniques

Data collection is carried out through several techniques as follows.

1. Observations

Observation was carried out directly during the learning process of writing speech texts in two meetings, each of 2 × 40 minutes) Observation aims to obtain data on the activities of teachers and students during learning. Observed indicators include:

- implementation of learning measures by teachers;
- student activeness in participating in learning;
- student participation in discussions;
- ability to understand materials and instructions;
- student involvement in compiling the speech text.

Observations were carried out using teacher observation sheets and student observation sheets that had been compiled based on learning indicators.

2. Writing Test

The test is given through the Student Worksheet (LKPD). Students are asked to write a speech text with the theme "**Environment**" in the form of an essay. The results of students' writings are the main data to measure the ability to write speech texts.

3. Documentation

Documentation is carried out through the collection of student writings, photos of learning activities, and other documents that support the implementation of research.

Research Instruments

The research instrument consisted of teacher observation sheets, student observation sheets, and assessment rubrics for writing speech texts. The assessment of the results of the writing is carried out based on the following five components.

1. Title, including the suitability of the title with the content and appeal of the title.
2. The content includes the completeness of ideas, suitability with the theme, and the development of ideas.
3. The organization of the text includes the completeness of the speech structure (opening, content, and closing), collapse, and integration between parts.
4. Spelling and punctuation, including the accuracy of the use of capital letters, spelling, and punctuation according to the General Guidelines for Indonesian Spelling (PUEBI).
5. Word choice (diction), including accuracy, clarity, and suitability of vocabulary with the context of speech.

Each component is assessed using a predetermined assessment rubric to produce a final score of each student's writing ability.

Instrument Validity and Reliability

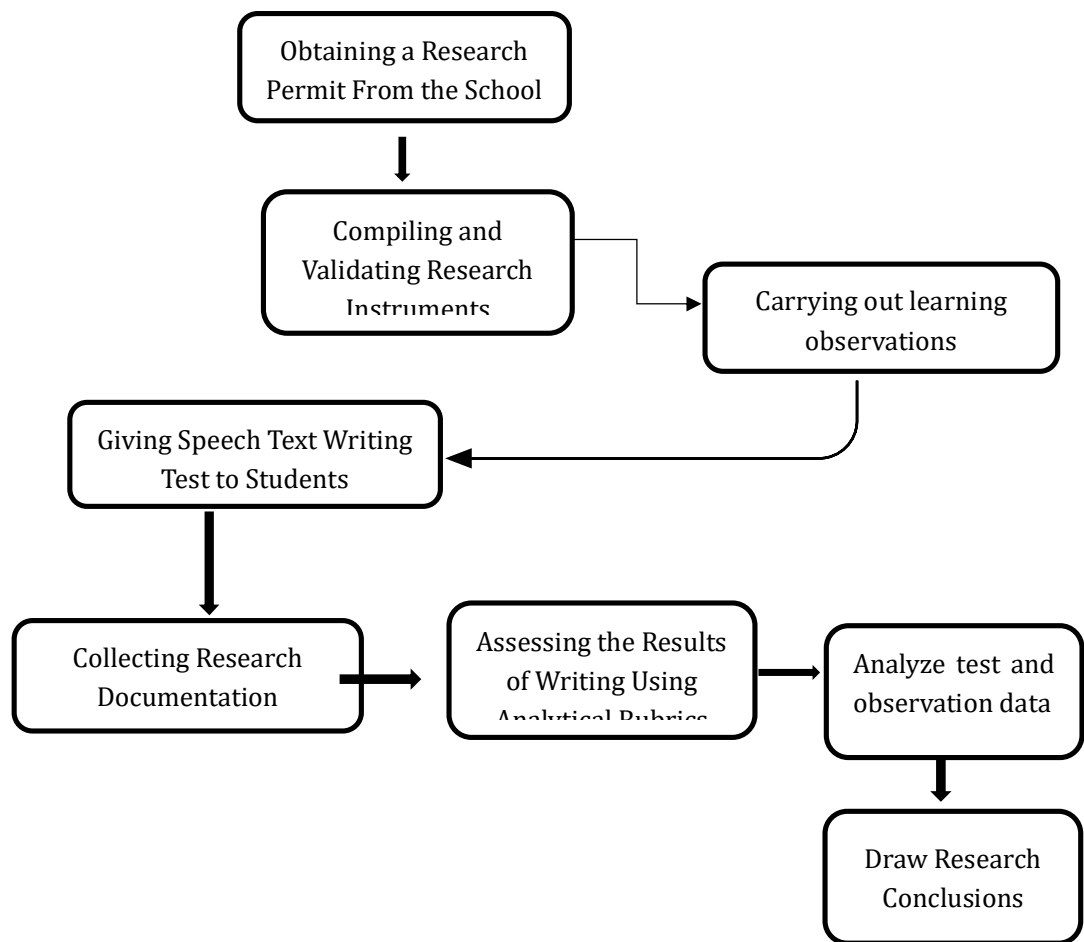
Validity of the contents (*Content validity*) instruments are carried out through Expert Judgment by supervisors and teachers of Indonesian subjects. The validation process aims to assess the suitability of the assessment indicators with the competence of writing the speech text, the clarity of the descriptor, and the measurability of each component of the assessment. Based on the validator's input, several improvements were made to the redaction of the indicators and assessment descriptors so that the instrument was declared suitable for use in the research.

The assessment of student writing results is carried out by One appraiser, namely the researcher himself, using the same analytical rubric for all participants. To maintain the consistency of the assessment, all writings are assessed based on indicators and descriptors that have been set for each assessment component. The researcher systematically assesses each manuscript by referring to the same rubric so that the assessment procedure is applied uniformly to all research participants.

Although this study used one assessor, no reliability test was carried out between assessors (*Inter-rater reliability*), the use of an analytical rubric that has been validated through *Expert Judgment* It is expected to increase the consistency and objectivity of the assessment process.

Research Procedure

The research procedure is carried out through the following stages.



Data Analysis Techniques

The test result data was analyzed using descriptive statistics by calculating the average score, highest score, lowest score, and percentage of learning completion. In addition, an analysis was carried out on the average score of each assessment component so that it could be known which aspects of writing ability have been mastered and aspects that still need improvement.

The average value is calculated using the following formula.

$$M = \frac{\sum FX}{N}$$

Description:

- **M** = average value
- **ΣFx** = total score of all students
- **F** = frequency
- **X** = score obtained
- **N** = number of students

Observational data is analyzed descriptively through data reduction, data presentation, and conclusion drawn. Observational findings are not used as a basis for determining students' writing ability, but are used to explain factors that affect test results, such as student activeness, involvement in learning, and difficulties experienced during the writing process. Thus, the results of observations and test results complement each other in providing a more complete picture of students' speech text writing abilities.

Ethical Considerations

This research was carried out after obtaining permission from the Principal of SMP Negeri 19 Palu and the approval of the Indonesian language subject teacher. Before data collection was carried out, all participants were given an explanation of the research objectives, implementation procedures, and their rights as participants. Student participation is voluntary and all participant identities are kept confidential by using data only for research purposes in accordance with the principles of educational research ethics.

3. Result

This study aims to describe the ability to write speech texts of students in grade VIII C SMP Negeri 19 Palu based on the results of writing tests and learning observations. The results of the research are presented in stages, including descriptive statistics of writing ability, achievements in each component of assessment, learning observation results, and representative examples of student writing results. Based on research, the ability to write speech texts in grade VIII students of SMP Negeri 19 Palu is as follows:

Ability to Write Student Speech Texts

The results of descriptive statistical analysis of students' speech writing ability are presented in Table 1.

Table 1. Descriptive Statistics of Speech Text Writing Ability

Statistics	Results
Number of students	24
Highest score	100
Lowest value	75
Average score	87,70
Completion percentage	100%
Categories	Good

Based on Table 1, the average score of students' speech writing ability reached 87.70 with a high score of 100 and a low score of 75. All students achieve scores above KKM so that the level of learning completeness reaches 100%. These results show that in general, students have been able to compile speech texts according to the assessment indicators used.

Assessment Results Based on Writing Components

To obtain a more detailed picture, writing skills were analyzed based on five assessment components.

Table 2. Average Score of Each Assessment Component

Assessment Components	Average	Categories
Title Selection	95,83	Excellent
Speech Text Contents	82,29	Good
Text Structure	88,54	Good
Spelling Accuracy	86,46	Good
Use of punctuation marks	85,42	Good

Based on Table 2, the title selection component obtained the highest average, which was 95.83, so it was included in the category *Excellent*. This shows that most students are able to determine a title that fits the theme of the speech. On the other

hand, the Speech Text Contents Obtain the lowest average (82,29). These results show that some students still have difficulty developing ideas in depth, composing logical arguments, and providing examples or explanations that support the content of the speech. Although it is still in the good category, this aspect is the component that needs the most attention in learning to write speech texts.

In the text structure component, the average student score reached 88.54, which shows that most students have been able to compose the opening, content, and closing parts according to the structure of the speech text. The spelling accuracy component obtained an average of 86.46, while the use of punctuation obtained an average of 85.42. The results showed that most of the students had applied spelling and punctuation rules quite well, although there were still some errors in the use of capital letters, commas, and periods.

Learning Observation Results

In addition to the writing test, this study also observed the learning process to obtain information about the activities of teachers and students during writing activities.

Table 3. Summary of Learning Observations

Yes	Observed Aspects	Observation Results	Categories
1	Implementation of learning by teachers	Teachers carry out learning in accordance with the teaching modules and learning stages that have been planned	Good
2	Student activeness	Most students actively participate in learning, pay attention to the teacher's explanations, and work on the assignments given	Good
3	Student participation	Most of the students participated in the discussions, although there were still some passive students	Good
4	Understanding of the material	Most students understand the material and instructions for writing speech texts, but some students still need guidance	Good
5	Skills in structuring speech text	Some students still have difficulty developing ideas into complete and coherent speech content	Pretty Good

Based on the observation results in Table 3, the learning process went well. The teacher carries out the learning according to the planned stages, while most students show active participation during the learning process. However, observations also show that some students still have difficulty in developing the content of speech texts more completely and systematically.

Representative Examples of Student Writing

(High Category)

No. VIII C
Date: _____

Pilais Nur Asia

KEBERSIHAN LINGKUNGAN $4+4+4+4+4$
20

Assalamualaikum wr. wb

Yang terhormat Bapak/Ibu Guru Serta Kepala Sekolah dan teman-teman semua yang saya cintai dan saya banggakan. Pertama-tama marilah kita panjatkan Puji Syukur kepada Tuhan yang Maha Esa, karena berkat limpahan Rahmat dan Karunia-Nya kita dapat berkumpul pada hari ini. Maka dari itu, Perkenankanlah saya menyampaikan sedikit usulan mengenai Pentingnya menjaga kebersihan lingkungan sekolah.

Kebersihan lingkungan merupakan hal yang sangat penting guna menjaga kesehatan diri sendiri dan lingkungan sekitar. Lingkungan yang sehat akan meminimalkan penyebaran Penyakit dan akan memberikan kenyamanan saat berada di lingkungan tersebut.

Oleh karena itu lingkungan juga merupakan faktor pendorong keberhasilan proses belajar mengajar di kelas. Siswa dan guru akan melaksanakan kegiatan pembelajaran secara efektif karena didukung oleh keadaan lingkungan yang nyaman. Maka dari itu, marilah kita sebagai warga sekolah dapat menjaga kebersihan lingkungan sekolah dimulai dari diri sendiri. Seperti membuang sampah pada tempatnya dan tidak meninggalkan barang-barang di laci karena dapat menjadi sarang nyamuk. Dengan demikian, menjaga kebersihan lingkungan menjadi sangat penting guna menciptakan lingkungan yang sehat dan nyaman.

Saya rasa cukup sekian Pidato yang dapat saya sampaikan. Semoga kita semua dapat menjadi Partisipan aktif dalam menjaga kebersihan lingkungan. Terimakasih atas Perhatian yang hadirin berikan, apabila ada salah kata ataupun hal kurang berkenan saya mohon maaf.

Wassalamualaikum wr. wb

Nama: Firdausy Alhasanudin
Kelas: VIII C

No. _____
Date: _____

Judul: "Menjaga lingkungan untuk masa depan"

Struktur: $4+4+4+4+4$
20

1. pembukaan
Assalamualaikum warahmatullahi wabarakatuh,
hari ini, kita berkumpul untuk membahas tentang pentingnya menjaga lingkungan.

2. isi
lingkungan adalah tempat kita hidup dan berkembang. Namun, lingkungan kita saat ini menghadapi banyak ancaman, seperti polusi, sampah, dan perubahan iklim. Kita semua memiliki peran penting dalam menjaga lingkungan. Kita dapat memulai dari hal-hal kecil, seperti:
- mengurangi penggunaan plastik
- menghemat air
- membuang sampah pada tempatnya

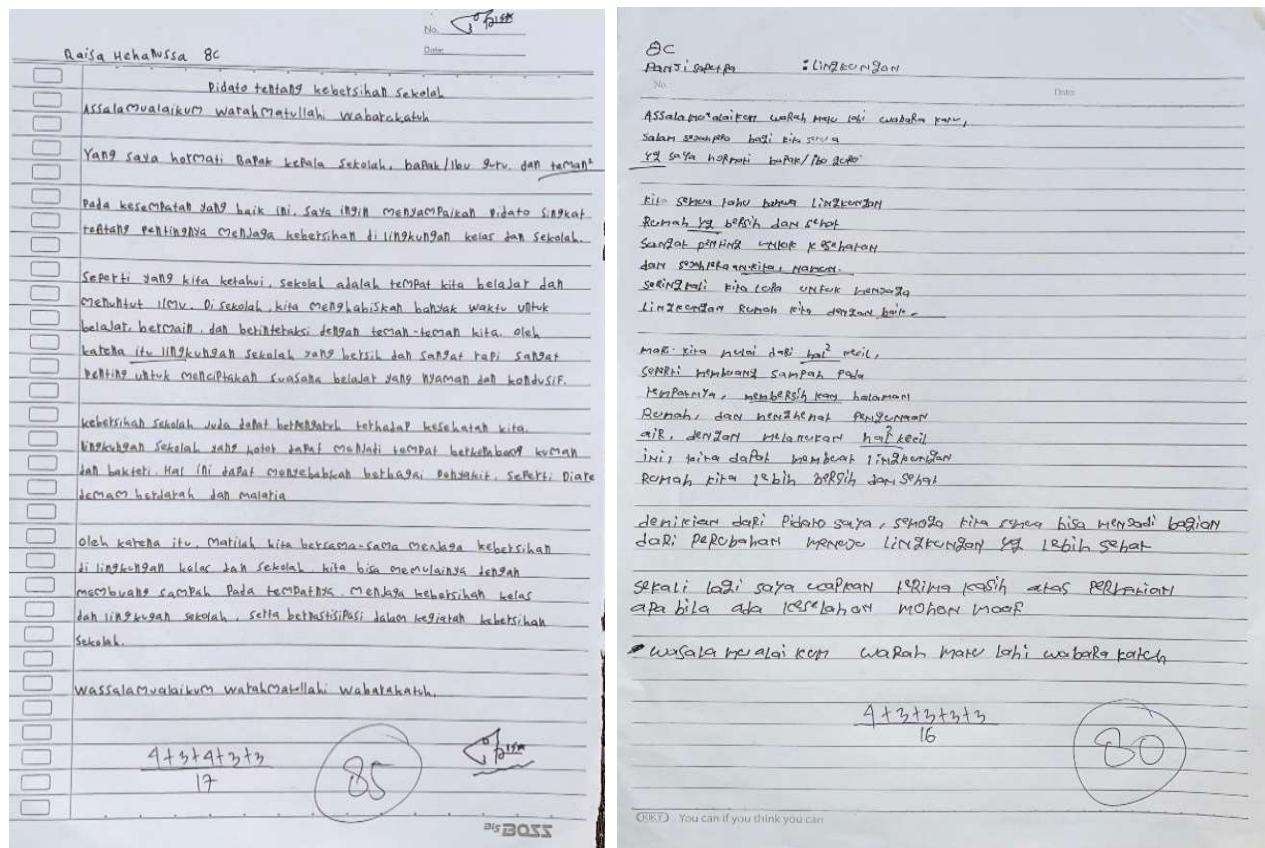
3. penutup
Mari kita bekerja sama untuk menjaga lingkungan kita. Kita dapat menjadi bagian dari perubahan positif jika kita semua peduli dan bertindak. Terimakasih atas perhatian anda

Wassalamualaikum warahmatullahi wabarakatuh

The picture above shows the ability of students to develop content sequentially and in accordance with the purpose of the speech.

Ghina Natul Nabilah, Muhammad Handi Gunawan
Insights into Digital Storytelling and Its Support for Junior High School EFL Listening
Comprehension

(Medium Category)



The image above shows that the content is in accordance with the theme, but the development of the idea is still limited.

Overall, the test results and observation results showed that the ability to write speech texts for students in grade VIII C SMP Negeri 19 Palu was in the good category, with the highest achievement in the title selection component and the lowest achievement in the speech text content component.

Table 4. Recapitulation of the Results of the Evaluation of Speech Text Writing Ability in Grade

VIII Students of SMP Negeri 19 Palu

Yes	Student Name	Aspects assessed					Total score	Acquisition value	KKM
		Selection Title	Speech Text Contents	Completeness of Speech Text Structure	Spelling Accuracy	Usage Punctuation			
		4	4	4	4	4			T/TT
1.	Abdul Ghani. H	4	3	3	3	3	16	80	T
2.	Bilqis Nur Asla	4	4	4	4	4	20	100	T
3.	Defin Prama	4	3	4	3	3	17	85	T
4.	Fakhira Azshabina	4	2	3	3	3	15	75	T
5.	Fuad Khairy. B	4	4	4	4	4	20	100	T
6.	Lailatul. Stuttgart	4	3	3	3	3	16	80	T
7.	Moh Azriel	4	3	3	3	3	16	80	T
8.	Muhammad Daffa. P	4	3	4	3	3	17	85	T
9.	Nazila. Ramadhani	4	3	4	4	4	19	95	T
10.	Banner. Saputra	4	3	3	3	3	16	80	T
11.	Raisa. Nehanusa	4	3	4	3	3	17	85	T
12.	Sayu Siti Ari	4	4	4	3	4	19	95	T
13.	Zulfikar. Geralije	4	2	3	3	3	15	75	T
14.	Muh. Ashabil. Mukim	4	4	4	4	4	20	100	T
15.	Sitti Aisyah Patta	4	4	4	4	4	20	100	T
16.	Haikal	4	3	4	3	3	17	85	T
17.	Dira Mariana	4	4	4	4	4	20	100	T
18.	Kevin Fictoria.W	4	2	3	3	3	15	75	T
19.	Muhammad Axel.P	4	3	3	3	3	16	80	T
20.	Purtri Dewi Kusuma	4	4	4	4	4	20	100	T
21.	Ririn Saputri	4	4	4	4	4	20	100	T
22.	Stria Kurniawan	4	2	3	3	3	15	75	T
23.	Zulfah Salsabila	4	3	4	4	4	19	95	T
24.	Ibn Safaat	4	3	3	3	3	16	80	T
Quantity		96	76	88	81	82	421	2.105	24

Description:

T = Complete

TT = Incomplete

Table 5. Recapitulation of Average Scores of Students Writing Speech Texts

Yes	Value (X)	Frequency (F)	FX
1.	100	7	700
2.	95	3	285
3.	85	4	340
4.	80	6	480
5.	75	4	300
Quantity		24	2.105

Based on table 5, the total number of scores obtained by students in grade VIII C SMP Negeri 19 Palu is 2,105. The total score of 2,105 students divided by the total number of students was 24 people, obtaining an average score of 87.7. From the data from the research results, the percentage of student learning completeness was also obtained from the results of the number of students who

completed divided by the total number of students 24 people and multiplied by 100. Based on these results, it can be stated that the ability of students in grade VIII C SMP Negeri 19 Palu is able to write speech texts.

4. Discussion

The results of the study showed that the ability to write speech texts for students in grade VIII C of SMP Negeri 19 Palu was in the good category with an average score of 87.70 and a percentage of learning completeness reached 100%. These findings show that in general, students have been able to produce speech texts that meet the assessment criteria, both in terms of content and linguistic aspects. This achievement indicates that the Indonesian language learning that has been carried out provides a sufficient basis for students to prepare speech texts in accordance with the applicable linguistic structure and rules.

This finding is in line with the theory of the writing process put forward by Flower and Hayes (1981), which states that the quality of writing is the result of an interrelated process of planning, drafting, revising, and editing. If students get the opportunity to go through these stages systematically, the quality of the writing produced tends to be better. In addition, the results of this study also support the view of Hyland (2007) that a genre-based approach helps students understand the social purpose, structure, and linguistic characteristics of a text so that it is able to produce writing that is in accordance with the communication context.

The results of this study are also consistent with the research of Hidayati et al. (2022), Putri (2022), and Utami and Pristiwati (2023) who reported that students' writing skills can develop if learning provides opportunities for students to understand the characteristics of texts, develop ideas, and obtain writing practice in an ongoing manner. Although these studies used an experimental design, while this study used a descriptive approach, both showed that writing ability is influenced by the quality of the learning process that students receive.

Analysis Based on Assessment Components

Analysis of each component of the assessment showed that there was a variation in achievement between aspects of writing ability. The title selection component obtained the highest achievement. This shows that most students have been able to determine a title that fits the theme of the speech so that it reflects their initial understanding of the topic to be developed. The ability to determine the right title is usually a starting skill that is relatively easier to master because students have acquired examples of speech texts during the learning process.

On the other hand, the content component of the speech text obtained the lowest achievement compared to the other components. These findings show that even though students have understood the given theme, some of them still have difficulty developing ideas into more detailed, logical, and persuasive descriptions. These difficulties may be related to limited writing experience, vocabulary mastery, and the ability to organize ideas into interrelated paragraphs. Graham (2019)

explained that content development is one of the most complex aspects of writing activities because it requires the ability to think critically, formulate arguments, and elaborate ideas systematically.

The components of text structure, spelling accuracy, and use of punctuation earned good categories. This shows that most students have understood the basic structure of speech texts and are able to apply spelling and punctuation rules quite well. However, there are still some mechanical errors, especially in the use of capital letters and commas, which indicate the need for more intensive editing practice in learning to write.

The Relationship of Observation Results with Test Results

The observation results strengthened the findings of the writing test. During the learning process, most students show active participation, are able to follow the teacher's directions, and complete assigned assignments. However, observations also show that some students take longer when developing the content of the speech text. They tend to stop writing to look for ideas or repeat sentences that have already been made.

The findings of these observations are in line with the results of the test which showed that the content component of the speech text obtained the lowest achievement. Thus, observations provide evidence that the main difficulty of students does not lie in understanding the structure of the text, but in the ability to develop ideas in more detail and convincingly. The integration of observation results and test results provides a more comprehensive picture of students' writing skills compared to using only one data source.

Pedagogical Implications

The results of the study provide several implications for Indonesian language learning in junior high school. Teachers are advised to implement process-based writing learning which provides opportunities for students to plan, draft, revise, edit, and publish writing gradually. This approach can help students develop the content of the text more systematically.

In addition, teachers can use peer review or peer-to-peer assessment strategies to provide feedback on the content and organization of the writing before the manuscript is collected. Collaborative writing activities can also be applied so that students exchange ideas in developing the content of speech texts. These strategies have been widely recommended in writing learning research because they are able to improve the quality of ideas and students' critical thinking skills.

Formative assessments also need to be optimized through providing specific feedback on each component of the assessment. Feedback provided on an ongoing basis allows students to know the weaknesses of their writing and make improvements before producing the final product.

In addition, the use of digital technology, such as Google Docs, Padlet, or Edpuzzle, can support writing learning through collaborative activities, direct commenting, and gradual revision of writing. The use of digital media can also increase students' motivation in writing and expand their opportunities to get feedback from teachers and peers.

Research Limitations

This research has several limitations. First, the study was only conducted in one class with a relatively limited number of participants, so the results of the study could not be generalized to a wider population. Second, the assessment of the results of the writing is carried out by one assessor so that the reliability between assessors (inter-rater reliability) cannot be analyzed. Third, the study uses a descriptive approach so that it has not examined the influence of certain learning models or strategies on the ability to write speech texts.

Implications for Further Research

Further research is suggested to involve a larger sample count, using more than one assessor to improve the objectivity of the assessment, as well as combining a descriptive approach with experimental research. In addition, future research can explore the effectiveness of process-based learning, genre-based approaches, and the use of digital technology in improving students' speech text writing skills.

5. Conclusion

Based on the results of the research that has been carried out by researchers, it can be concluded that the ability of students in grade VIII C SMP Negeri 19 Palu is able to write speech texts, with a total of 24 students, namely 13 males and 11 females. From these results, all students of grade VIII C were declared complete. The highest completeness score is 100, while the lowest score is 75. The KKM at SMP Negeri 19 Palu is 75. The ability of grade VIII C SMP Negeri 19 Palu students in writing speech texts is evidenced by the results achieved. The average score of students is 87.7 with a percentage of student learning completeness of 100%. This shows that the ability of students of grade VIII C SMP Negeri 19 Palu in writing speech texts is categorized as capable.

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