IMPROVING STUDENTS’ SPEAKING ABILITY THROUGH ORAL PRESENTATION

AN ARTICLE

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Abstract

This research was done to investigate how oral presentation technique improves students’ speaking ability. This classroom action research was conducted in 2 cycles of which each consists of four stages of planning, acting, observing and reflecting. The subject of this research was Year-11 students of SMAN 6 Pontianak in Academic Year 2018/2019. There were 33 students of MIPA 4 who participated in this research. The data were gathered from the students’ performance test, observation checklist, and field notes. Based on the data, the students showed improvement in their speaking ability. It was shown by the students’ enthusiasm to pay attention and follow every activity during the teaching and learning process. The implementation of this technique encouraged the students to speak and share their ideas in front of people. The data collected from the students’ performance test also revealed the improvement from cycle to cycle. In conclusion, the implementation of oral presentation technique improved students’ speaking ability.

Keywords: Improving, Speaking Ability, Oral Presentation

INTRODUCTION

Speaking is one of the skills that play an important role in teaching and learning English. According to Brown (1994), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is not enough if the students only have the skills of listening, reading and writing without practicing their abilities directly through oral speaking. In this case, teachers play an important role to make their students become good speakers. They need to find out an appropriate instructional technique in order to create conducive and joyful learning.

The researcher observed students’ speaking difficulties during teaching and learning at the eleventh-grade students of SMAN 6 Pontianak especially MIPA 4. Unfortunately, most of them have problems in speaking, they tend to be passive in the classroom. If the teacher asked them to speak up in front of their friends, they cannot express their ideas and sometimes stuck in the middle of the speech. In this case, the English teacher needs to solve these problems by using a different creative activity in order to make students active and speak bravely in front of people. Based on the problems, the researcher decided to use oral presentation in teaching and learning speaking to students in the classroom as a technique to minimize those problems.

The oral presentation is an extension of oral communication skill. Baker (2000) defines oral presentation is like a formal conversation, speaking to a group as a natural activity. The purpose of this practice is to communicate. It is created to inform or persuade the English foreign language (EFL). Oral presentation occurs in an organizational setting with limitation in time and it should be arranged carefully. Furthermore, Kamrul (2013) states that oral presentation means delivering important points to a public
audience. It is a brief discussion of a defined topic delivered to a public audience in order to impart knowledge or to stimulate discussion. Bhati (2012) argues oral presentation helps in dealing with issues of plagiarism as each student is required to present their works in person. Oral presentation in this research is where the students as the presenters show their knowledge on a particular subject. The subject depends on the teacher or they can choose it by themselves. The students have to do the oral presentation one by one in front of the class. By doing an oral presentation, students make small research to discuss with their classmates and deliver important information about the topic to the audience.

Oral Presentation gives the students a new experience, they can be motivated to speak more when the audience ask about things related to the topic. By using this technique, they can learn more how to do a formal conversation in front of people and it would build up their self-confidence. According to King (2002), the oral presentation provides a rewarding and stimulating experience both for teachers in developing skills and for students in training themselves to have confidence presentation in front of the class. Moreover, oral presentation helps the students to collect, inquire, organize, and construct information because in this technique students use all the four skills in a natural integrated way.

The oral presentation has become a useful and effective way to improve students’ awareness of communication skills. Miles (2009) argues that by doing oral presentations students will focus on language improvement most of all. It is a way of developing the students’ abilities to practice. In addition, when students listen to the speakers, this has developed their abilities in performance. According to King (2002), learners do an oral presentation in front of the class is one of the activities that learners have and it included in the lessons to improve the students’ proficiency levels. There are six steps to prepare successful teaching speaking with oral presentation (King, 2002). Those steps are (1) handing out guidelines, (2) grouping and scheduling student presentations, (3) choosing topics and gathering information, (4) handling technical problems, (5) holding Q&A sessions, (6) preparing peer and teacher evaluation forms.

Some researchers have conducted similar studies to prove that oral presentation technique improves students’ speaking ability. Research from Laili (2015) concluded that oral presentation as a technique in teaching and learning is effective to improve students’ speaking ability. In her classroom action research to Year-10 students at MAN Trenggalek, she found that students were able to enhance their self-confidence to speak in front of their friends. This technique also helps the students to solve their speaking problem in low participation in speaking class.

Another research was observed by Nadia (2013) from Biskra University. She asserted oral presentation is a very useful technique for students’ English learning and it can be used for students of all level to improve their speaking abilities. Furthermore, she claimed that if students’ oral presentation well prepared, arranged, and delivered will give the students’ self-confidence and self-esteem to pronounce the words and improve their speaking abilities. To prove her statement, she investigated it by giving the questionnaire for the Algerian teacher and students’ attitudes towards the use of students’ oral presentations as a learning behavior in a teaching English as foreign language class to enhance and develop the students’ communicative skills. Based on the data obtained from the questionnaire and interview a classroom observation, she resulted oral presentations are very useful for students’ English learning, this activity can apply to the students of all level to help them improve their speaking and presentation skills.

Based on the explanation above, the researcher decided to conduct a classroom action research to improve students’ speaking ability by using oral presentation technique to Year-11 students of SMAN 6 Pontianak.
especially MIPA 4. The results of this research helped the English teachers to teach speaking easier and also made the students minimize their speaking problems.

**METHOD**

The researcher chooses the classroom action research method in order to constrain on the use of oral presentation in improving EFL students’ speaking abilities. Classroom action research can be defined as research to solve the problem, usually for the teacher who already knows the situation of the class and the students. According to Creswell (2011), classroom action research is a systematic procedure done by teachers or other individuals in an educational setting to gather information and subsequently improve the teaching and learning process. Furthermore, Cohen and Manion (1994) describe classroom action research as essentially an on-the-spot procedure designed to deal with a concrete issue in an immediate situation. It means the whole procedures are constantly monitored over varying periods of time and by a variety of instruments.

By using classroom action research, the researcher attempted to find out how a certain technique solves some certain problems. This research is intended to improve the teaching-learning process and thereby to clarify the use of oral presentation can improve students’ speaking skills. The design of this study is covered by planning, acting, observing, and reflecting implemented in the first or next cycle (Kemmis and Mc Taggart, 1998).

Based on the model of classroom action research in this study, the preliminary study used to know the teaching and learning problems in students’ speaking ability. The first stage is planning, to solve the problems and preparing the action. Then, the next stage is doing action research based on the planning and the preparation. In the implementation of this research, the researcher acts as the practitioner and the collaborator is the English teacher. The main of the collaborative teacher is observing the activities and the students’ participation in the teaching and learning process. In observing, the researcher uses an observation checklist, field note, and performance test. Reflecting is the last stage in the classroom action research. In this stage, the researcher reflects the teaching and learning process that had been done. If the result of students’ behavior does not fill the criteria of success, the researcher should revise the teaching and learning process to solve the problem and continue the research to the next cycle.

This study is conducted at SMAN 6 Pontianak. The participant in this research is Year-11 MIPA 4 students. This class had 34 students that consist of 15 male students and 19 female students. The researcher chose this class as the participant because the students were really rare to practice speaking and afraid to make mistakes when they speak English. Furthermore, the role of the researcher in this study is as the teacher and the collaborator that helped the researcher to collect the data is an English teacher in SMAN 6 Pontianak.

Techniques of data collection in this research were observation and measurement technique. The observation technique used to observe the activities during the teaching and learning process, such as how the teacher carried out the materials, what the teacher does to manage the classroom, and how the responses of the students. The measurement technique was applied to measure the students’ speaking ability through oral presentation. The score of each student used to see their progress in speaking.
The tools applied to collect the data were observation checklist, field note, and performance test. The researcher used observation checklist to observe the classroom while the teaching and learning process occurred. It is used as evidence of the observation process. Field note is one of the tools of data collection in classroom action research. It used to note down everything happened in the classroom when the oral presentation technique is applied. Field note helped the researcher have better insight for further reflection in each cycle. Moreover, the test is an important part of every teaching and learning experience. It is a tool to measure students’ achievements. In this research, the researcher applied speaking performance test. Speaking performance test can represent students’ mastery in using a language. It is an appropriate test to measure the students’ mastery of the whole language aspects that had been taught in the teaching and learning process. In speaking performance test, the students choose some topics from the teacher and discuss it with their friends. After the discussion, the students have to present their discussion related to the topic in front of the class.

Furthermore, data analysis is a specific aspect of the reflectivity of classroom action research. According to Burns (2010), the whole points of action research point of view was in the data analysis. In this research, the researcher elaborated the data analysis which is taken from the observation checklist, field note and performance test in the teaching and learning process. The data analysis presented in the qualitative and quantitative form. Qualitative form used to describe the results of the observation checklist and field note. On the other hand, the quantitative form used to measure students’ score of speaking ability.

The researcher applied measurement to discriminate students’ progress in the teaching and learning process. The formula to measure the data is conducted as below:

To acquire students’ individual score (1):

\[
\text{Students’ individual score} = \frac{\text{Obtained score}}{\text{Maximum score}}
\]

To acquire students’ mean score (2):

\[
M = \frac{\sum x}{N}
\]

- \(M\) = The students’ mean score
- \(\sum x\) = Total of students’ individual score
- \(N\) = The number of students

(Adopted from Heaton, 1988)

The result will be categorized as follows:

<table>
<thead>
<tr>
<th>Table 1. Students’ Mean Score Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range Score</td>
</tr>
<tr>
<td>90 – 100</td>
</tr>
<tr>
<td>80 – 89</td>
</tr>
<tr>
<td>70 – 79</td>
</tr>
<tr>
<td>50 – 69</td>
</tr>
<tr>
<td>0 – 49</td>
</tr>
</tbody>
</table>

The criteria of success in this research is the students can pass their speaking performance test with score ≥76 based on the minimal mastery level criterion (KKM) of SMAN 6 Pontianak. If the result of students’ speaking ability improved in each cycle and the analysis of students’ mean score achieve with the criteria, it means the action will be stopped. However, if the result is not achieved yet, there would be another action in another cycle by revising the plan.

RESULTS AND DISCUSSION

Results

The researcher had applied classroom action research in order to solve the problems found in Year-11 MIPA 4 students of SMAN 6 Pontianak. The research was conducted in two cycles. In every cycle, the researcher used observation checklist and field note to observe students’ behaviors during the teaching and learning process. The following is a description of how the oral presentation technique improves students’ speaking ability.
Cycle 1

In the planning stage, the researcher and the collaborator decided the topic, basic competence and instructional objectives that would be delivered to the students by applying oral presentation technique. The researcher also prepared a lesson plan to apply the teaching materials, observation checklist, field note, a guideline for the assessment and had a discussion with the English teacher. The first cycle was conducted on Wednesday, September 5th, 2018. The first meeting was about 90 minutes (2 x 45 minutes) and the students were presents only 33 from 34 students in total. In this stage, the researcher acted as a teacher and the English teacher acted as a collaborator. The collaborator observed the teacher by filling the observation checklist and the field note. The researcher started the teaching and learning process by greeting the students, asking their condition and checking their attendance list. After that, the researcher delivered the learning objectives as written in the lesson plan to the students. The researcher also gave questions related to the materials in order to stimulate the students to speak their opinions. Some students tried to answer the questions but the others only kept silent.

Then, the researcher explained the teaching materials about the definition of opinion, the way how to give an opinion and some examples to the students. After spreading the guideline sheets, the researcher explained the definition of oral presentation and the way how to do an oral presentation. The researcher also gave an example of an oral presentation in front of the students by using pictures that contains a current issue. After that, the researcher instructed the students to make a group of 4-5 students. The researcher asked every group to choose their topic which would be presented in front of the class. They would discuss and share ideas about everything they have known related to their topic. Then, every group did their presentation in front of the class by giving their opinion related to the topic chosen. At the end of the presentation, other students gave feedback, comments, and advice toward their classmates’ performance. During the presentation, the researcher and collaborator gave marks or score toward the students’ performance using speaking rubric that has been prepared. After the students finishing group oral presentation, the researcher gave feedback to the students related to how the oral presentation was running. From the speaking performance test, some students still made mistakes in certain word pronunciation, grammatical and mostly did not fluent yet in delivering the presentation. Afterward, the researcher concluded the lesson.

In the observation stage, the researcher and the collaborator observed the result of planning and acting stage. They tried to analyze the strengths and weaknesses of the whole activity and the students’ behaviors toward the implementation of the technique in the classroom. The researcher and the collaborator found that students giving some positive behaviors in several activities. The students tried to speak up when the researcher asked their opinions about some current issues. From the result of the observation checklist and field note, the researcher also found the problem that is the students still have less motivation in the first meeting. When the researcher asked them to sit in a group and choose their topic, some students started to feel confused and did not get the point. They felt curious, but confusing in how to explain their ideas. Some students were passive because they still confused about what they have to talk in the presentation. They were active after the researcher asked them to discuss the topic in their group. The researcher also helped them by letting the students asking something about the topic and the oral presentation as well.

In the last session, most of them did not have a better improvement even by using the oral presentation technique. Some students still shamed and stuck in the middle of the presentation. Furthermore, the result of the students’ score and the mean score of the first cycle was unsatisfied. The score is 67.63. It means that the mean score of the students is classified as “poor” level. Based on the result
of the first cycle showed that the criteria of success could not be achieved yet. Most students still had problems in speaking because they were not sure about the words used to express their ideas. Also, the students had to improve their cooperation in the discussion session and being more confidence to speak English in front of the class. Thus, the researcher decided to continue the research to the next cycle.

The researcher made some revisions since there are still some problems in the previous cycle. First, the researcher prepared a new lesson plan with a different topic. It was arranged to avoid students’ boredom. Second, the researcher should give re-explanation about the instruction of each activity. It used to help students easier in understanding what they are asked to do. Third, the researcher held Q&A (questions and answers) in a group discussion session. It was arranged to cooperate students’ teamwork and improve the students’ comprehension about their topic of the presentation as well.

**Cycle 2**

The planning was based on some revisions toward the results of the first cycle. The researcher arranged a new lesson plan with a different topic and prepared some teaching improvements in order to overcome the problems from the first cycle. The researcher also prepared some instruments such as a guideline sheet for students, observation checklist and field note for the collaborator. The second cycle was done on Wednesday, September 12th, 2018. The second meeting was about 90 minutes (2 x 45 minutes) and all the students were present. Alike the previous cycle, the researcher acted as a teacher and the English teacher acted as a collaborator.

The researcher started the teaching and learning process by greeting the students, asking their condition and checking their attendance list. Before started the lesson, the researcher asked the students to sit based on their previous group. After distributed the copied materials and guideline sheets, the researcher delivered the learning objectives as written in the lesson plan to the students. The researcher showed a picture contains a current issue and explained her opinions loudly in order to get students’ attention. The researcher also gave questions related to the picture in order to motivate the students to speak their opinions. Then, the researcher re-explained the teaching materials about opinion, oral presentation, and guidelines more detail to the students. The researcher observed the students’ behaviors while re-explaining the teaching materials. Apparently, the students had very good attention to the researcher’s explanation. Some students also asked questions about something that they did not understand yet to the researcher.

After that, the researcher instructed the students to choose their topic which would be presented in front of the class. Next, the students discussed and shared ideas about their topic. In addition, the researcher held a Q&A session before the presentation since there are some passive students in group discussions who did not speak their ideas in the previous cycle. It helped the students to prepare the presentation materials and practice their speaking skill before the presentation. The students’ behaviors during the Q&A session were better rather than the previous cycle. By holding a Q&A session, they were excited to speak their ideas because every student in a group should give a question related to the topic to their friends.

Finally, every group did their presentation in front of the class by giving their opinions related to the topic chosen. At the end of every presentation, other students gave their feedback, comments, and advice toward their classmates’ performance. Similar to the first cycle, during the students were doing an oral presentation, the researcher and collaborator gave marks or score toward the students’ performance using speaking rubric that has been prepared. After finishing group oral presentations, the researcher gave feedback to the students related to how the oral presentation was running. After the whole activities done, the researcher concluded the lesson.
According to the observation checklist and field note used in the second cycle, it showed a better result in teaching and learning speaking through oral presentation technique. The researcher and the collaborator found some positive feedback and also made some progress. The students’ behaviors during the second cycle improved rather than the previous one. In the first cycle, there are some passive students who did not speak their ideas but in this cycle they students did Q&A session which helped them to deliver their opinions. They were more interested and looked enthusiastic during the teaching and learning process. Every group presented good presentations because of their preparation in the discussion session and also their attention to the researcher’s re-explanation about the guidelines.

In addition, the result of the students’ score and the mean score of the second cycle was also satisfied. The score is 78.30. It means that the students reached the “average” level of the criteria of success. In this stage, the researcher analyzed the students’ behaviors during the teaching and learning process. The students’ speaking ability improved in the second cycle. Most of the students were able to speak their opinions about some current issues through the oral presentation in front of the class. The result of the students’ performance test and the students’ mean score fulfilled the criteria of success. Furthermore, some problems in the first cycle had been solved. The students were being active during the discussion and Q&A sessions. The teaching and learning process in the second cycle was better than the first one. Thus, the researcher and the collaborator drew a conclusion that the second cycle had been successful and the researcher stopped the cycle.

DISCUSSION

In this classroom action research, the researcher decided to use oral presentation technique to improve students’ speaking ability. This research conducted in two cycles. In the first cycle, the researcher started the teaching and learning process by showing some pictures contain current issues in order to stimulate the students. Then, the students shared their ideas in group discussions session and presented their opinions about the topic chosen in front of the class. In the second cycle, the researcher attempted to gain the students’ comprehension by re-explaining the guidelines. Then, the researcher held Q&A in group discussions session to help the students practice to speak English and share their ideas before do the presentation.

Based on the research findings, it showed satisfying improvement from students’ behaviors from the first cycle to the second cycle. The students were able to speak and share their ideas whether in their group discussion or in front of the class. Furthermore, the students’ individual score showed better improvement from cycle to cycle. The researcher counted the mean score and analyzed the data which there was an improvement within the research. From the students’ mean score, it increased from 67.63 in the first cycle to 78.30 in the second cycle. The students’ mean score can be seen in graph 1 below.

![Graph 1. The Improvement of Students’ Mean Score in Each Cycle](image)

Moreover, the students’ individual score showed good result from the first cycle to the second cycle. In the first cycle, there were only 12% (4 students) passed the KKM (76).
Meanwhile, there were 93% (31 students) passed the KKM in the second cycle. Therefore, it can be summed up that the students’ speaking ability of Year-11 MIPA 4 students of SMAN 6 Pontianak in academic year 2018/2019 improved by using oral presentation technique. The students’ speaking improvement can be seen when they were able to speak English in front of the class. The implementation of oral presentation technique helped the students to practice their speaking ability and their confidence to deliver ideas in front of people. The students also learned how to share opinions in their group discussion and showed their good attention during the teaching and learning process.

CONCLUSION AND SUGGESTION

Conclusion
Referring to the discussion in this research, the researcher concluded that the students’ speaking ability improved through oral presentation technique. This technique positively involved the students’ interest in the teaching and learning process. The implementation of oral presentation technique helped the students practice their speaking and increased the students’ self-confidence when they were speaking in front of their classmates. This technique also motivated the students to speak their ideas confidently. The students learned how to work in a group cooperatively, shared their own ideas about some issues, and learned how to respect different arguments from their classmates. Oral presentation can be applied as a technique in speaking class because the main goals of this technique are to build students’ bravery and to practice students’ speaking ability in front of people. This conclusion was proved by the result of the students’ performance test and the result of the observation.

Suggestion
Based on the research findings, the researcher would like to provide suggestions to improve the teaching and learning process. The researcher recommends English teachers to apply oral presentation as a technique to improve students’ speaking ability. By applying an oral presentation technique, the students can share their own ideas or opinions about a certain topic in front of people and they can practice their speaking skill as well. Moreover, the English teacher is suggested to be more active in motivating and guiding the students during the implementation of oral presentation technique. It is recommended for the teacher to use interesting teaching media such as attractive pictures. Lastly, the researcher suggests the next researcher can develop oral presentation technique better and further to help EFL students improve their public speaking skill in many kinds of teaching materials. Thus, more research has done more contributions given for better education.

REFERENCES


