

IMPROVING STUDENTS SPEAKING SKILL BY USING ORAL PRESENTATION TECHNIQUE AT SECOND GRADE OF MTS AL-MA'ARIF 01 SINGOSARI MALANG

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Abstract: the students have some problem that come up with the issue they don't understanding when the teacher ask question using English, and the students not confident when speaking in front of class. Oral Presentation is an activity in front of audiences to share or convey ideas and knowledge. Oral presentation also provides students with method activity that allows them to use English, not just when giving the oral presentation themselves, but also when planning to introduce themselves in front of the class. There were 25 students second grade of Mts Al-Ma'arif Singosari Malang as the research participants Class room Action Research and divided in to some group and practice in front of the class. The treatment was teaching speaking with four meetings and the last meeting the researcher gave some lottery with the different topic and then students practicing on front of the class and the material was "*asking for and giving direction*". The result shoed that after implementing oral presentation increase from under *KKM* 65 improve to 82, although the students that passed the *KKM* only 22 students from 25. After knowing the data, it indicate that improving students speaking skill using oral presentation success. In conclusion the more students practice it will build their confident speaking in front of the class or audience.

Keywords: speaking, oral presentation, teaching speaking

INTRODUCTION: In Indonesia, English is the first foreign language that has been essential to be communicated in secondary school since the beginning of independence. The continuing aim of teaching English as a foreign language in Indonesia, according to Saukah (2003), can be seen in the 1994 curriculum and the Competence Based Curriculum (National Education & Culture, 1994; Department of National Education, 2001) that English necessary to absorb and improve science, technology, art and the enhancement of the expected international relationship will motivate Indonesian development.

In fact, during an observation period at second-grade of students at MTs Al Ma'arif Singosari, the students have some problems in the learning speaking. The students did not have braveness to speak in front of the class with their friends, and when teacher asked something by using English. The students did not understand what teacher's question so the students could not answer teacher's question by using English. The students were afraid of into presentation in front of the class and the students did not have idea to present in their presentation. Based on the difficulties of the students in their speaking fluency, this technique is suitable for them to solve this problem. It can be known from the result of score is not reach. The SKBM from that school, the SKMB is 75, and the average of the students' speaking score in MTS Al Ma'arif Singosari in the second year at Academic year 2019/2020 still 65.

. There are some practitioners who strive to describe what speaking is. Tarigan (1990) notes that speaking is the capability to articulate sounds or words to express, expressing and

transmit emotions, thoughts and feelings (p.15). Speaking is very difficult because it requires several components, such as grammar, pronunciation, vocabulary and fluency. But it's not going to be easy to have the ability to communicate, so we can learn those things. According to Brown (2007), that the main importance of social communication in interactive language functions is that it is not what you say that matters, but how you say it through body language, expressions, eye contact, physical distance, and other nonverbal signals. The nonverbal signals will assist the speaker in increasing the interest of the audience. So, communication is going to be more effective.

Teaching is a very essential component of additional and foreign language learning because their able to communicate something in that language can show the student's ability to learn a language. As stated by Kayi (2006), the environment needs to improve the communicative skills of students for the purpose of teaching speech, because only in this way can students express themselves and learn how to comply with the social and cultural rules necessary in each communicative context. Therefore, in teaching English as a foreign language, teaching speech has an important role (TEFL).

The Teaching-Speaking Cycle, a pedagogical model in teaching speaking, has 7 stages wherein according to Goh and Burns (2012) the teacher's role in every stage is crucial in facilitating practice and learning, and providing input and feedback. The first stage is Focus learners' attention on speaking. In this stage, the teacher raises learners' metacognitive awareness about learning to speak in a second language. The second stage is providing input and/or guide planning. The purpose of this stage is for the students to acquire appropriate vocabulary and accurate language form relevant to speaking needs, understand social and linguistic conventions of speech and speakers' roles and relationships for particular contexts and provide a wide range of utterances to express meaning more exactly. The third stage is conduct speaking tasks wherein the objectives are for students to learn a range of core speaking skills (pronunciation, speech function, interaction/discourse management, discourse organization) and develop fluency in expression of meaning. The fourth stage is focus on language/discourse/skills/strategies. Its goals are to acquire appropriate vocabulary and accurate language form relevant to speaking needs, understand social and linguistic conventions of speech for particular contexts, learn a range of core speaking skills (pronunciation, speech function, interaction/discourse management, discourse organization) and employ oral communication strategies. The fifth stage is repeat speaking tasks wherein the aims are to learn a wide range of core speaking skills (pronunciation, speech function, interaction/discourse management, discourse organization), produce a wide range of utterances to express meaning more precisely, develop fluency in expression of meaning and employ appropriate oral communication strategies. In the sixth stage, direct learners' reflection on learning, they self-regulate their performance and overall development. The seventh is facilitating feedback on learning. The target in this last stage is to develop meta-cognitive awareness about second language speaking. This involves self-regulation which promotes learners' self-awareness in speaking classes. According to Oxford (2011), self-regulation is one of the most exciting developments in foreign language learning. In this stage, learners are given opportunities to provide feedback to their classmates and also to do self-feedback. Immediate feedback is also provided by the language teachers.

Oral presentation is a practice in which the presenter demonstrates in front of the audience their knowledge of specific subjects. This happens in organized and time-limited settings. A presentation is a really great learning experience, according to Chivers and Shoolbred (2007). The students expected to get a positive real-life experience by presenting. Now days, the communication approach for teaching English has focused on how to give student more activities in order to be able to communicate in this language without any problem.

The oral approach is a method in which children to use whatever hearing they get from their surroundings. They also take help from the context to understand and use language. The target is to develop the skills in the individual so that he can communicate and function independently. This approach helps in the development of reading and writing skills (Richards and Rodgers, 2001). The oral approach was developed from 1930s to the 1960s by British applied linguistics such as Harold Palmer and A.S. Hornsby. The main difference between oral approach and the direct method was that the methods which were developed under this approach had theoretical principles about the selection, grading and presentation of the content and material. This sequencing of the content would lead to better learning with a good knowledge of vocabulary and grammatical patterns. In this approach all the points of language were to be presented in "situations" which led to the second name of the approach i.e. situational language teaching. Although, the teachers are not aware of this approach today but it had long lasting impact on language learning. However, its focus on oral practice, grammar and sentence patterns is still supported by the teachers

In implementing oral presentation there was several steps, the participants practicing together with the researcher using vocabulary, conjunction, idioms and take a note when the short video about oral presentation started, divide participants into some groups so they can interact with other students while keep practicing English, and they do practice in front of the class by the topic go to from school to their own address home, and the last one is presenting in front of the class with the topic that given by researcher.

And some advantages of oral presentation are students can greater class interaction and participation, increasing their interest in learning, new perspectives not covered otherwise, improvement in communication and presentation skills. Oral presentations represent an opportunity for developing real-world communications as well as leadership skills (King, 2002). Among the many advantages of oral presentations for students are (King, 2002): bridging the gap between language study and language use; using the four language skills in a naturally integrated way: helping students to collect, inquire, organize and construct information, enhancing team work, helping students become active and autonomous learners.

The aim of this study to improve students speaking skill using oral presentation at second grade of Mts Al-Ma'arif Singosari Malang, in related to research background the SKBM from that school, the SKMB is 75, and the average of the students' speaking score in MTS Al Ma'arif Singosari in the second year at Academic year 2019/2020 still 65. To make sure that oral presentation improve students speaking skill, the writer forms the specific research question asked in this study "": How can oral presentation technique improve students speaking skill at Mts Al-Ma'arif Singosari Malang?

METHOD

This study used Class room Action Research. According to Cresswell (2011:577), "action research designs were systematic procedures carried out by teachers (or other people in the educational environment) to obtain information about, and ultimately strengthen, the ways in which their unique educational environment works, their teaching, and learning for their students". Class room Action Research was chosen by the writer as the research design of this study. The teaching procedures of Class room Action Research are preliminary observation, planning, implementing, observing, and reflecting. In the first meeting that took explanation, introduction, and division of the group. While the second, third, fourth meeting was practice of

oral presentation activities activity in the classroom. In the fifth meeting students was presenting the topic that given by teacher with lottery.

The material was "*Asking for and Giving Direction*" positive respond: Yes, of course, Certainly, Yes, sure. Preposition place: between, next to, at the corner of. Negative respond: no, I am sorry, I am new comer, may be you can ask other people around here. The writer introduced the oral presentation technique from the short video conversation and the writer guided them to understand the conversation of asking for and giving direction. In the second meeting, the researcher prepared the lesson plan to solve the problem and improve students' ability by using oral-presentation technique. In the first preparation, the research made the lesson plan. At the third meeting, the writer provided a manuscript extracted from the students manual and from the internet. After that the writer gave direction to each group. The next step was, the researcher asked students in each group randomly to present in front of the class. The target in the last meeting was the researcher test the speaking ability in pair with oral test. The writer and rater had known the ability from their fluency and their connection between two students.

The data collected scoring rubric, and from teacher and the raters the writer in the last meeting gave test to know the speaking ability of the student during the meeting 1-3. The writer gave the topic in the lottery randomly and then student picked one than presenting in front of the class with the material have been given by the teacher for about 5-7 minutes when the presenting teacher and raters gave score: very less 40-50, less 51-74, enough 75-84, good 85-94 , very good 95-100.

FINDING AND DISSCCUSION

After implementing oral presentation with material "*asking for and giving direction*", from the recording of students oral presentation activities and the speaking oral test rated by the researcher that most of student can improve speaking skill well and the researcher found the finding in term of fluently, communication, intonation, word selection and understanding when interacting. From oral-presentation activities, students can speak daily language fluently. So from practice at the fourth meetings can be measured and analyzed by scoring rubric. All students score 88% of the maximum target of 75% in two total categories. In this category that strategy had been used successfully in solving students' problem. The average students' speaking was 82. Further more information can be seen in Table.4.1

Table 4.1 students' speaking score in the end of cycle 1

Total Subject	Mean					Total Score	Score Minimum	Score Maximum
	C	O	G	V	M			
25			82			2050	60	90

In this study based on the score of students 'speaking skill to test the ability of students to speak out orally was better improvement in the first cycle. The mean score of the student before doing research was 65 whereas, based on the (KKM) the criteria of success was 75 score, so the

mean score of 65 is failed. After implementation the action in the one cycle, the mean score of student was improve from 65 to 82 score. So it was success based on the criteria of success/KKM.

According to Thornbury (2005), speaking is exceptionally imperative for life style and he suggest learning and acing more than one dialect, particularly English as worldwide dialect. So the oral-presentation strategy as media was able to create the understudies been successful within the course to talk English well. Based on the results of the research, NguyễnThịTâm (2012) has conducted a research related Oral Presentation. NguyễnThịTâm involved 42 university students of Hanoi University of Industry (HaUI). The study results revealed that in their views on the advantages and utility of oral presentations as a learning activity, the students were actually strongly optimistic. The study also conducted by Gavin Brooks and John Wilson (2014) that gave the title'' Using Oral Presentations to Improve Students' English Language Skills. Kwansei Gakuin University Humanities Review Vol.19, 2014 Nishinomiya Japan'', based on the result of this study indicates that the application of using oral presentation can improve their L2 skill, develop their confidence speaking in front of class , and improve their language class room in using oral presentation.

The Scoring Rubric of Students' Speaking Test

Name:

Class :

Speaking Assessment Score

Aspect	Score	Statement	
Fluency	5	Smooth as a native speaker	
	4	Smoothness seems a little disturbed by language problems	
	3	Smoothness is a bit disturbed by language problems	
	2	Often hesitating and stopping due to language limitations	
	1	Speaking intermittently and stopping so that conversation is impossible	

ASPECT	SCORE	STATEMENT	
PRONOUNSIATION AND UNDERSTANDING	5	Easy to understand and has native speaker accents	
	4	Easy to understand though with a certain accent	
	3	There is a pronunciation problem that keeps the listener in full concentration and sometimes misunderstandings and less of vocabulary	
	2	Difficult to understand because there are pronunciation problems, often asked to repeat	
	1	Pronunciation problem is so serious that it could not be understood because less of vocabulary	

Categories:

1: very less	: 40-50
2: less	: 51-74
3: enough	: 75-84
4: good	: 85-94
5: very good	: 95-100

Based on the data findings had been known that the score of speaking test greatly increased from 65 to 82. Based on preliminary study, that students did not get standard KKM. From 25 students that has been reach the standard KKM was only 10 students. After implementing the research, who pass the test were 22 students from 25 students. Based on the Minimum Mastery Criterion- Keriteria Ketuntasan Minimal (KKM) was 88% from the students presented. In this case, the data that has been collected and analyzed that shows the success of the oral-presentation technique.

CONCLUSION AND SUGGESTION

Oral presentation was applied successfully to develop students' speaking ability. After presenting and analyzing the data in the previous chapter, and the result of the action. The researcher conducted the conclusions as follow: The writer showed the short oral presentation video to students, gave some vocabulary, conjunction than explain to students what was the video about, the researcher also gave some example and practice it with students. The writer asked students to find their partner and practice it by the topic their own address home how o get there from school because the material was asking for and giving direction. The writer divided students into some groups than the researcher gave 5 minutes to discussed, about the place that would be direct, and practice it in front of the class. The writer prepared some lottery about famous places in Singosari than the students picked randomly than present in front of the class. The last step was review about the presentation and gave some evaluation. To conclude, oral presentation is another way for communication skill. It prepared, Structured, organized, and it beneficial and enjoyable activity for learners. This practice was one of speaking activities that develop the students' skill in English and help them to build self confidence in their ability to speak in public.

English teacher suggested the writer has noted that students were interesting in learning English with this technique. The teacher suggested able to help students learning English with this technique and make teacher easier to teach. For the students keep practicing daily with teacher, family, friends, it will increase you vocabulary also confident in front of audience.

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