

# THE USE OF ORAL PRESENTATION IN TEACHING ENGLISH TO IMPROVE STUDENTS SPEAKING SKILL

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## Abstract

Speaking is an ability that is considered quite important in learning English. The oral presentation is one activity that can be used in learning English to improve students' speaking skills. This study aims to examine the oral presentations conducted by students with the intention that students can improve their speaking also seeks to determine what obstacles students experience when making oral presentations. The researcher applied qualitative research as a research method to collect the data the researcher used observation and field notes as instruments. The data obtained were categorized and analyzed based on several related theories. Regarding the result, it was found that basically, students have a positive response to the implementation of oral presentation. Student perceives that it helps them to evaluate their ability to speak English, increasing motivation, as well as allowing them to think critically in the use of language. Although several aspects must be developed such as student pronunciation. This finding indicates that oral presentations are useful for improving students speaking skills.

**Keywords:** Oral Presentation, Speaking Skill

## INTRODUCTION

There are millions of languages in the world, in Indonesia itself is very diverse while in the world English is the language chosen as the international language for connecting communication between one country and another. English makes it easy for people to connect with people from other countries, so many people around the world choose English to establish communication. Therefore, English is a very important language to learn. English is the language of the forefront and most widely spoken in the world (Kurnia, 2016).

In this regard, competent teachers are needed. For the Indonesian people, English is a foreign language so to teach English to students the teacher must have good language skills. Listening, reading, speaking and writing are language skills, and speaking is an ability that is considered quite important it can be said that speaking ability is a tool that makes a person good at communication (Riadil, 2020). According to Hammad (2020), speaking needs skills in grammar, pronunciation, and precise sentences so that the listener can understand. Unfortunately, although speaking ability is important in language skills this aspect is often rarely used in the language learning process then, teachers should find the way to train students to use more aspects of speaking.

The oral presentation is one method that can be used in learning English to improve students' speaking skills. Oral presentations gives students the role of demonstrating their knowledge and is a reference teacher judging from what the student understands (Tsang, 2020). Several studies that explained about improving students' speaking skills through oral presentation of different proficiency level Putri et al, (2019), Riadil (2020), (Hammad, 2020), Parmis et al., (2020), and Rahmat et al (2019). In general, research has shown that oral presentation is effective enough

to improve student speaking skills, but it has not revealed other factors such as students' language proficiency level. Therefore, this study aims to examine the oral presentations conducted by students with the intention that students can improve their speaking skills. Also besides, this study seeks to determine what obstacles students experience when making oral presentations.

Speaking is an ability that is considered important from other language skills (van Ginkel et al., 2017) as previously described in learning languages students are guided to have a higher level of language input (listening) rather than the level of language production (speaking). Brown (2007) as cited in Suryani & Argawati (2018) stated that speaking is a communication process in conveying meaning including word production, and speech is marked by sound Teaching speaking to students is the same as learning a new language that must pay attention and learn how the sound has produced that match to the pattern of words and sentences, in the ups and downs of pronunciation or pressure and choose the right words and sentences according to each condition, situation, and listener. Speaking is the way to communicate to express ideas, exchange information, and we can relate to each other. When teaching speaking, it means that students will be asked to practice more in producing words. According to Kurnia (2016), there are five indicators of good speaking skills including producing words, using grammar and structure well, vocabulary, comprehension, etc. In other words, when students learn to speak a foreign language, especially English, students must interact more with that language. in a learning situation, the teacher will usually ask students to use language directly or practice it and will provide oral assignments, such as discussions, conversations, and oral presentations. Unfortunately, many students still have a fear of starting to speak, according to McCroskey (2005) as cited in Salem (2019) the emergence of discomfort and fear when speaking is called worrying in speaking. To overcome this, the teacher must find methods to train students to be more courageous in speaking.

The use of oral presentations in class is one of the trusted learning methods that will help students improve their speaking skills. The oral presentation can be defined as formal communication, with activities conveying information to the group. Use oral presentations in giving classes an opportunity for students to apply a second language in communicating with others naturally (Salem, 2019). Oral presentations require students to actively use aspects of language. These activities are usually done when the teacher asks students to explain a topic in front of the class, besides that students are asked to make interesting PowerPoint slides when making a presentation usually this is done in groups.

Several studies have been conducted on oral presentation research. Riadil (2020) concluded that students' appearance in oral presentations will affect language development which includes grammar, vocabulary, responses, and word choice in communication. Hammad (2020) summarized that there are three stages in oral presentation including planning, preparation, and practice. (Parmis et al., 2020) summarized that oral presentations can help students controlling their fear and nervousness during presentations. Putri (2019) found that Oral presentation motivates students to talk more so that students experience speaking effectively. Rahmat et al., (2019) stated that oral presentations were interested in pedagogical implementation for teaching and learning ESL classrooms. In general, research has shown that oral presentation is effective enough to improve student speaking skills, but it has not revealed other factors such as students' language proficiency level. In this case, oral presentations are useful in motivating students to use language, improving student language skills especially speaking skills, making students critical thinking in papering material, and practicing self-confidence because they must speak in front of the class.

## METHOD

This research was conducted in Madrasah Aliyah Rajamandala as a senior high school, which was carried out by 3<sup>rd</sup> grade with a total of 25 students consisting of 8 boys and 17 girls. They were chosen because they were considered to be able to speak well. To make this research easier to understand, the researcher applied qualitative research approaches as a research method. According to Aspers & Corte (2019), Qualitative research is a method to obtain research results based on analyzing, and explaining data. Qualitative is concerned explanation with the description of the development of theory and not a number. To collect the data the researcher used observation as an instrument. Data is the material used by researchers to observe and strengthen the analysis of the research related to the observation required note-taking skills in the form of field notes in this case researcher will observe the activity of students during the learning process as evidence that explains how student activities during the learning process with used oral presentation.

## RESULTS AND DISCUSSION

### Results

This research was conducted several times, during the learning activities the researcher observed how the teacher gave oral presentation assignments to students who had been exemplified by the previous teacher, the teacher explains what topics will be discussed, and then Students are divided into several groups. There are about 5 groups and each group consists of 5 people, each group is given about 15 minutes to present students are given different material from other groups in this case student try to convey the material using English, they are required to make a PowerPoint slide that will make it easier to explain the material the teacher has also given an example of presentation using PowerPoint slides. There aspects that become the main assessment of researchers in their field note:

#### 1. Material

This aspect observed how the students' presentation activities, students understand the material, by assessing the suitability of content and topics discussed this aspect also assesses students' creativity in making PowerPoint slides to helps explain their presentation.

#### 2. Manner

This aspect examines how student attitudes when delivering presentation material, how students make eye contact with the audience, the student behavior, and the collaboration of each participant in the class.

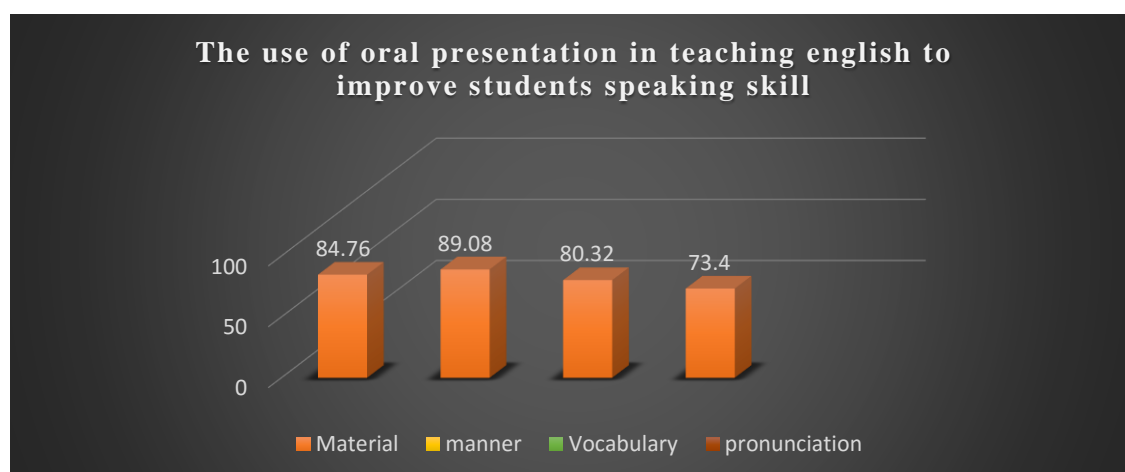
#### 3. Language

The language aspect is the focus of the researcher in observing this study, this aspect assesses how the ability to use English, how they speak aloud, whether they speak clearly, and the sentence they choose, then in this case the researcher focuses on the Students vocabulary in material and pronunciation in speaking. The following are the results of this research:

Participants	Material	Manner	Language	
			Vocabulary	Pronunciation
Student 1	80	89	79	75
Student 2	85	90	79	70
Student 3	88	90	80	75
Student 4	86	87	80	74
Student 5	82	88	80	70

Student 6	83	90	80	70
Student 7	87	89	82	70
Student 8	85	90	80	75
Student 9	82	90	83	74
Student 10	80	88	83	73
Student 11	85	90	79	72
Student 12	88	87	83	75
Student 13	80	88	79	73
Student 14	82	90	82	76
Student 15	80	89	80	75
Student 16	85	90	80	73
Student 17	88	90	79	75
Student 18	87	90	80	75
Student 19	86	89	79	73
Student 20	89	88	80	70
Student 21	88	89	80	73
Student 22	89	90	79	75
Student 23	85	90	81	74
Student 24	86	86	80	75
Student 25	83	90	81	75
<b>Total</b>	2119	2227	2008	1835
<b>Average</b>	84,76	89,08	80,32	73,4

To make it easier to describe the researcher gave a range of values of 10-100 for each aspect, and the researcher classifies the average value with the lowest value (20-55), the middle value at (56-79), and the highest values at (80-100). The researchers arranged the result into the following chart:



From the picture above, it can be seen that cooperation and attitude (89.08) occupy the first position. Then, proceed with students' understanding of the material (84.76), and aspects of language vocabulary (80.32), and pronunciation with a range of values (73.4).

## Discussion

Based on the results above, it can be seen that the student material scores very well on the aspects of attitude, material, and vocabulary. In this case, students add a lot of new vocabulary, and students can also prepare material through PowerPoint slides well. Unfortunately, on the aspect of pronunciation, students get an average score of 74.3 which is at the intermediate level, this shows that there are still students who do not know how to pronounce English words or sentences correctly. But the result showed that the use of oral presentation can influence students to speak English more in line with study, these findings accordance with Putri (2019) that Oral presentation motivates students to talk more so that students experience speaking effectively. Supported with study from Riadil (2020) that students' appearance in oral presentations will affect language development which includes grammar, vocabulary, responses, and word choice in communication. From the research it can be seen that the students give good responses, they have good material and PowerPoint slide, they have good cooperation and manner, and they have quite enough to understand vocabulary when making presentations, but students still have difficulty pronouncing the right words at least they were able to finish the presentation quite well.

## CONCLUSION

This study attempted to find out the use of oral presentation to improve student speaking skills. Specifically investigates the implementation of oral presentation in teaching speaking skill, Students response to its usage and Students obstacle in speaking, using the qualitative method it is revealed that implementation runs well. The students have a good response when making the presentation. Unfortunately, oral in the use speaking have difficulty in pronunciation. Then this becomes the task of teachers to find ways or techniques how to improve student pronunciation in speaking English. Judging from the results of the analysis above, it can be stated that the application of oral presentations can motivate students to speak better, students have more opportunities to use English effectively compared to situations during learning which often only go one way.

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