

# THE EFFECTIVENESS OF ORAL PRESENTATION TECHNIQUE FOR SPEAKING SKILL TO STUDENTS AT SMA NEGERI 1 KOTAMOBAGU

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**Abstract:** The purpose of this research is to reveal the students speaking skill by the use of the Oral Presentation Technique. This study is carried out on second-grade students at SMA Negeri 1 Kotamobagu during the academic year 2020/2021. A quantitative approach is used in this pre-experimental study. There are 22 students in one class for the subject. The experiment is divided into three stages: pre-test, treatment, and post-test. The instrument of the study is the oral test. The data are obtained by pre-test and post-test. Before giving the treatment, the researchers administer the pre-test to find out students' speaking skill at the beginning. The post-test is conducted at the end after giving the treatment. In analyzing the obtained data, researchers use the mean score formula. The result shows that the average post-test score (4.09) is the highest of the pre-test score (2.59). This result may lead to a conclusion that the Oral Presentation Technique is effective for students' speaking skills in the second grade at SMA Negeri 1 Kotamobagu.

**Keywords :** *Effective oral presentation, Speaking Skill*

## INTRODUCTION

Language is a tool for communication that people use to interact with others. According to study by Hampp, Paula L (2019:15) "*Language is a tool for expressing yourself, a communication tool, and a means for social control*". It means communication becomes an inseparable part of human life. English is one of the languages used in communication and has been spoken by almost all the world. According to Mogeia (2019:41), "*English takes up a very important position in almost every walk of life: business, commerce, academic field, tourism, etc*". It can be said that English is an international language.

Stated by Manoppo, Rares, H., & Posumah, J., (2021:71) "In Indonesia, English is declared as a foreign language". Mastering English differs and also more difficult than mastering our mother tongue. In Indonesia, English is taught as a foreign language beginning in elementary school and becoming an obligatory challenge in Junior High School and Senior High School.

Liando, Sahetapy, & Maru (2018:4) state that, "Speaking is one of the four basic competences that students should gain well". In English there are four skills that students have to master, they are: listening, speaking, reading, and writing. Based on

the opinion, can be said speaking is an important aspect in learning English.

For the second grade in Senior High School, English learning is easy for some students. In this era, students have to master English as a foreign language especially in learning speaking.

The motivation of teachers in providing teaching and understanding to students, as well as the ability of teachers in providing interesting methods so that students never get bored in learning speaking, and cannot be released in the success of students in speaking. Teachers must understand the educational media used and be able to create new innovations in learning.

Mogea (2019:9) explains that *"There are some factors in the teaching-learning process, which can influence the gaining of successful goals at school"*. By choosing the right and appropriate media can help smooth, effective, efficient in achieving learning objectives and overcome the use of conventional methods

### ***Research Questions***

Based on the background above, the question can be formulated as: Is the use of oral presentation technique effective for speaking skill?

### ***Purpose of the Study***

The purpose of this research is to reveal the students speaking skill by the use of oral presentation techniques.

### ***Limitation of the Study***

The study is delimited to teaching English by using the guided type of oral presentation as a technique. The material for teaching English just focused on two topics, they are: The expression of giving opinions to their friends and things. The

and make the teaching and learning process more lively.

Presentation is one of the methods in the learning process. The presentation can encourage students to speak in the classroom, do questions and answers to each other, increase students' confidence when performing in front of the class without having to be embarrassed when mispronouncing words.

According by Barker (2000:115), *"Oral Presentation is like a formal conversation, speaking to the group as a natural activity."* Presentation is a kind of speaking activity in front of the listener by pouring ideas or information that has been prepared.

The fact in the field as found at SMA Negeri 1 Kotamobagu, Bolaang Mongondow Regency, North Sulawesi that the ability of the teacher to teach speaking is less effective and less creative so that students do not understand and find it difficult to speak English.

material is based on English teaching material.

## **RIVIEW LITERATURE**

### ***Teaching Speaking***

Teaching speaking is an important part of education especially in English, in the process of teaching can provide knowledge to students related to a lesson given. Consistent with Kayi (2006: 1) that explains that the world demands is the goal of teaching speaking be to improve students' communications competence, due to the fact, handiest within the manner, students can explicit themselves and discover ways to comply with the social

and culturally appropriate in every communicative circumstance.

According to experts, speaking has different meanings, speaking competencies are the capacity to verbally and indirectly explicit an opinion, an idea, and a sense to other people. Harmer (2007: 284) states that talking is the potential to speak smoothly and requires not the handiest information of linguistics.

traits, but also the ability to technique statistics and language "instantaneous".

### ***Types of Speaking***

According to Nunan (in Brown, 2001: 250), it is said that there are generally two types of spoken language:

#### **a. Monologue**

Brown defines monologue as speaking in which a speaker uses spoken languages for extended periods, such as in talks, conversation, and so on if the audience understands what the speaker means.

#### **b. Dialog**

In contrast to a monologue, Nunan defines dialogue as "talking in which two or more speakers participate." Speech can be interrupted if the interlocutor does not understand what the speaker is saying.

### ***Oral Presentation Technique***

King (2002:401) explains Oral Presentation as a powerful communicative activity that many EFL conversation teachers use to help students improve their oral skills.. Consist to Chivers and Shoolbred (2007:5) state that giving a presentation is a great way to learn new things. So with the aid of supplying EFL, students gain more experience.

In addition, Al-Issa An Al Qubtan (2010:227) says oral presentation is an important feature of the ELT classroom in worldwide because it encourages students

Moris en Novia (2002: 67) affirms that speaking is the new means of communicating among participants of society to specific their mind and represents social conduct. The above statement shows that language is an important application in interaction with each other, whether to express opinions or thoughts orally. Students must learn to speak a second language in to receive assistance.

to take innovation, think beyond the required syllabus, and use language conceptualise, meaningfully, and synergistically. As a result, students may improve their language skills further.

### ***Oral Presentation and Speaking Skills***

The oral presentation improves evaluation speaking skills. Without speaking, there is no oral presentation. According to Nadia (2013:44), that when someone can speak in front of an audience, they would be able to accomplish their objectives. Furthermore, in language class, oral presentation is a student exercise that must be acceptable in their perspective while also being a basic form of public speaking that increases the students' self-confidence and effective progress in their oral skill ability. King cites Nadia (2013:44), as a result, the oral presentation allows students to hone their public speaking abilities. The ability to speak and present oneself orally is essential.

Oral Presentation and fluency in English are two things that complement each other. Students want to strengthen their speaking capabilities that will be fluent and communicative in their presentation.

**RESEARCH METODOLOGY**

**Research Design**

Research is important in the implementation of education, namely to know or solve problems that occur during the process of activities.

This study used a pre-experimental design with a single group pre-test and post-test. According to Hatch and Farhady (1982:20), the pre-test (T1) is administered prior to the treatment (X), and the post-test (T2) is administered following the treatment (X). The purpose of pre-experimental design is to test if the treatment affects the subject.

**Table 3.1 The design of one group pre-test and post-test.**

Pre-test	Treatment	Post-test
T <sub>1</sub>	X	T <sub>2</sub>

**Instrument**

The data are collected by pre-test and post-test. The kind of test is the speaking test. The pre-test and post-test are conducted with the teacher by giving them a topic and then ask them to present their opinion about the topic in their own words.

To assess the students' speaking ability, the researchers use the holistic oral language scoring rubric, which is adapted from a grading system created by ESL teachers' portfolio Assessment Group (Grade 1-12) from Fairfax Country Public Schools in Virginia.

**Table 3.2 Speaking Scoring rubric**

Elements	Score

<p>Communicates effectively in social and academic settings.</p> <p>Ability to communicate fluently in a variety of grammatical structures</p> <p>Has a large vocabulary but may fall behind native-speaking peers.</p> <p>Understands classroom discussions with ease.</p>	6
<p>Speaks with Sustained in social and academic settings.</p> <p>Speaks with near-native fluency; any pauses do not impede communication.</p> <p>Employs a variety of structures, with grammatical errors on occasion.</p> <p>Employs a diverse vocabulary.</p> <p>Understands simple sentences in a sustained conversation; repetition is required.</p>	5
<p>Starts and maintains a conversation with descriptors and details; demonstrates self-confidence in social situations, and begins to communicate in classroom settings.</p>	4

<p>Speaks with pauses at times.</p> <p>Uses some complex sentences; follows grammar rules but lacks control over irregular forms (e.g., run, men, not never, more higher).</p> <p>Appropriate vocabulary; some irregular word usage</p> <p>Understands the classroom</p>	
<p>Starts a conversation; retells a story or experience; asks and answers simple questions</p> <p>Speaks hesitantly as a result of rephrasing and word-searching.</p> <p>Predominantly uses present tense verbs; exemplifies.</p> <p>Uses a limited vocabulary, resulting in omission errors (words are omitted, word endings are omitted).</p> <p>Understands simple sentences in a sustained conversation; repetition is required.</p>	3
<p>Starts communicating personal and survival needs.</p>	2

<p>Speaks in short patterns of single-word utterances.</p> <p>Employs functional vocabulary.</p> <p>Recognizes words and phrases; requires repetition.</p>	
<p>Starts naming concrete objects.</p> <p>Repetitions of words and phrases</p> <p>Has little or no command of the English language.</p>	1

**Technique of Data Collection**

The data are gathered through pre- and post-tests. The pre-test is administered at the beginning of the study. The post-test is administered following treatment.

**Pre-test**

At the first meeting, the researchers give students test orders to determine their speaking ability. The oral test is given to students, and they are asked to present their opinions to their friends in their own words.

**Treatment**

The oral presentation is introduced to the students by the researchers. Even though they have never heard of an oral presentation before, they quickly understand when the researchers explain it and its components. Furthermore, when the researchers ask them to use this strategy, they are overjoyed.

**Post-test**

The post-test is the final evaluation, is to determine the effect of the treatment by using orang presentation. The topic of this post-test is delivered in a treatment.

**Data Analysis**

Data used to analyze and calculate are from the students' achievements. It uses Mean Score Formula as a quantitative method by Hatch and Farhady (1982:178) as follow:

$$\bar{X} = \frac{\sum X}{n}$$

Where:

- x = Mean Score
- ΣX = Total of Score
- n = Total Number of Students

**DATA ANALYSIS**

**Presentation of the Data**

In this research, the sample consists of 22 students. The study used pre-test one group pre-test and post-test. The pre-test (T<sub>1</sub>) is given before the treatment and the post-test (T<sub>2</sub>) is given after the treatment. The data collected from pre-test (T<sub>1</sub>) and post-test (T<sub>2</sub>) are presented below.

**Table 4.1 The Scores of Students' T1 and T2**

No	Number of Students	T1	T2
1.	001	3	5
2.	002	3	4
3.	003	2	3
4.	004	2	3
5.	005	3	4
6.	006	3	5
7.	007	4	5
8.	008	3	5

9.	009	2	4
10.	010	3	5
11.	011	2	3
12.	012	2	4
13.	013	2	4
14.	014	2	4
15.	015	2	4
16.	016	3	5
17.	017	2	4
18.	018	2	3
19.	019	2	3
20.	020	3	4
21.	021	4	5
22.	022	3	4
Total	ΣX =	57	90

From table 1, 22 students are participating in the test. Given the preceding information, the after effect of this score is that the oral presentation technique is effective for students' English speaking skills. The post-test score is higher than the pre-test score.

**Table 4.2 Frequency Distribution Matrix of Pre-test (T1)**

Score	Tally	Frequency	Freq -%	Cumulative Proportion	Cumulative Percentage
2	HHH HH I	11	50%	22	100
3	HHH III	9	41%	11	41
4	II	2	9%	2	9

Table 4.2 shows that there are twenty-two (22) students take part in the pre-test. The highest grade is 4 obtained two (2) students or in percentage (9%), 9 students

Score	Tally	Frequency	Frequency-%	Cumulative Proportion	Cumulative Percentage
3	HHH	5	23%	22	100
4	HHH III	10	45%	17	77
5	II	7	32%	7	32

Table 4.3 shows that if twenty-two students' involve in the post-test, 7 students obtain five (5) or in percentage (32%), 10 students' obtain four (4) or in percentage (45%), and 5 students obtain (3) or in percentage (23%) as the lowest score.

**Table 4.4 Computation of Mean ( $\bar{X}$ ) in Pre-Test**

No	Number of Students	Score( $X_1$ )
1.	001	3
2.	002	3
3.	003	2
4.	004	2
5.	005	3
6.	006	3

$$n_1 = 23$$

$$\text{Mean } (\bar{X}_1) = \frac{\sum X_1}{n_1}$$

obtain three (3) or in percentage (41%), and 11 students obtain the lowest score or in percentage (50%).

**Table 4.3 Frequency Distribution Matrix of Post-test (T2)**

3	HHH	5	23%	22	100
4	HHH III	10	45%	17	77
5	II	7	32%	7	32

7.	007	4
8.	008	3
9.	009	2
10.	010	3
11.	011	2
12.	012	2
13.	013	2
14.	014	2
15.	015	2
16.	016	3
17.	017	2
18.	018	2
19.	019	2
20.	020	3
21.	021	4
22.	022	3
Total		57

$$= \frac{57}{22}$$

$$= 2.59$$

The result of subtracting the average score of the pre-test above the mean score is 2.59.

**Table 4.5 Computation of Mean ( $\bar{X}$ ) and Standard Deviation of Pre-test**

No	Number of Students	Score ( $X_2$ )
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1.	001	5
2.	002	4
3.	003	3
4.	004	3
5.	005	4
6.	006	5
7.	007	5
8.	008	5
9.	009	4
10.	010	5
11.	011	3
12.	012	4
13.	013	4
14.	014	4
15.	015	4
16.	016	5
17.	017	4
18.	018	3
19.	019	3
20.	020	4
21.	021	5
22.	022	4
Total		90

$$n_2 = 22$$

$$\begin{aligned} \text{Mean } (\bar{X}_2) &= \frac{\sum X_2}{n_2} \\ &= \frac{90}{22} \\ &= 4.09 \end{aligned}$$

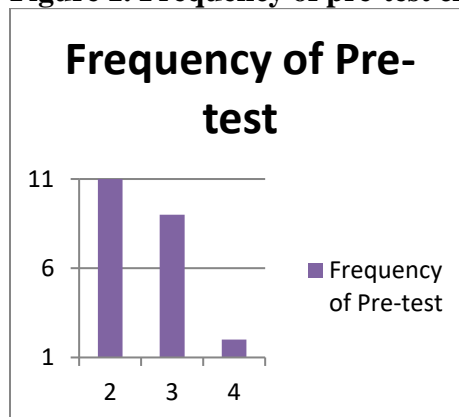
The result of subtracting the average score of the post-test above the mean score is 4.09.

**Table 4.6 The Mean Score of Pre-test and Post-test**

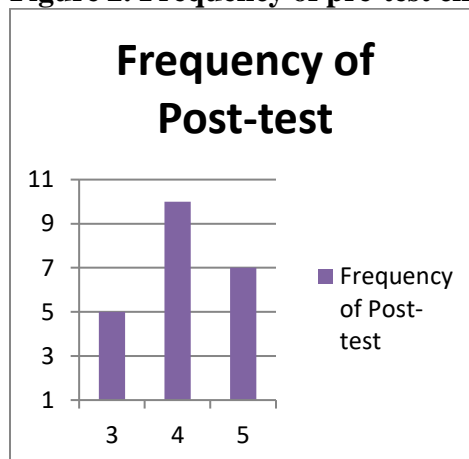
	Pre-test	Post-test
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Mean Score	2.59	4.09
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**Figure 1. Frequency of pre-test chart**



**Figure 2. Frequency of pre-test chart**



**Discussion**

The research is carried out in the 2<sup>nd</sup> grade of SMA Negeri 1 Kotamobagu during the academic year 2020/2021. There were three stages to the teaching and learning process.

The first step is to administer a pre-test, followed by the treatment, and finally by administering a post-test.



The pre-test is the first step. The researchers instruct students to present the topic about giving opinions to their friends. In this pre-test, the researchers want to find out the ability to speak English by the students before using the oral presentation technique.

The treatment is the next step. Researchers treat students, and in this case, the researchers taught students how to speak by using oral presentation techniques. The material is a description. After the treatment, the students are more likely to learn to speak. After giving the treatment, the last step is post-test where the researchers have given the topic and asks students to present the topic.

The result of the analysis shows that the following fact. There are twenty-two students who participated in the pre-test. The highest grade is 4 obtained two (2) students or in percentage (9%), 9 students obtain three (3) or in percentage (41%), and 11 students obtain the lowest score or in percentage (50%).

In the post-test, there are twenty-two students' involve in the post-test, 7 students obtain five (5) or in percentage (32%), 10 students' obtain four (4) or in percentage (45%), and 5 students' obtain (3) or in percentage (23%) as the lowest score.

Based on the result above, there are different scores in pre-test and post-test. The pre-test shows the Mean score of T<sub>1</sub>

(2.59) is lower than the post-test which is in the score (4.09).

From the result above, it means that the result post-test after treatment is better than before treatment. The oral presentation technique help students to enhance their self-confidence in taking the floor and standing to speak in front of the class. The oral presentation technique also increases students' interest in learning English. It could be concluded that the oral presentations technique is effective in improving speaking skills in second grade students at SMA Negeri 1 Kotamobagu.

## CONCLUSION

Based on the previous chapters' analysis and discussion, the researchers want to know the difference in the speaking ability of the students of SMA Negeri 1 Kotamobagu before and after using the oral presentation technique it is proven by the result of the post-test (4.09) which is higher than the result of the pre-test (2.59). Students become enthusiastic about learning English, particularly speaking. The benefits of teaching speaking through the use of oral presentation techniques include the ability to help students express their ideas, knowledge, opinions, and feelings. Based on the results of the pre-test and post-test analyses, it is possible to conclude that the oral presentation technique improved students' speaking skills.

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