

**THE EFFECT OF STUDENT PRESENTATION  
ON THE ELEVENTH GRADE STUDENT'S SPEAKING SKILL  
AT SMA NEGERI 24 KABUPATEN TANGERANG**

<sup>1</sup>Retno Puji Astuti, <sup>2</sup>Abdul Rohim

<sup>1</sup>SMP IT Latansa Cendikia

<sup>2</sup>English education program of UMT

Email correspondence: [Retnopuji0110@gmail.com](mailto:Retnopuji0110@gmail.com)

**Abstract**

The objective of this research is to find out whether there is significant effect student's speaking skill between students who are taught by presentation technique and for those who are not taught by presentation technique at SMA Negeri 24 Kabupaten Tangerang in academic year 2016-2017. Most of the students are not confident and afraid while speaking in front of the class. Presentation is type of speech in public that use based on the needed, but also presentation technique is a technique that uses by researcher to learn speaking in the public by providing an opportunity to students to inform, inform, convince, persuade, inspire, more confident, enthusiastic, and persuasive presentations. The research design in this research is Nonequivalent Control Group Design which containing two classes such as experiment and control class. Those are taking sample from XI IPA 4 and XI IPS 1 used Simple Random Sampling which containing 82 students. The data were gathered through tests which delivered into pre-test and post-test in experiment and control class. The result hypothesis by using The Separate Model T-Test at level at the level significance ( $\alpha = 0.05$ ) showed that the t-count was higher than t-table ( $5.708 > 1.993$ ). Thus, the null hypothesis (H<sub>0</sub>) is rejected and the alternative hypothesis (H<sub>1</sub>) is accepted. It means that student presentation has significant effect on the eleventh grade students' speaking skill at SMA Negeri 24 Kabupaten Tangerang. As the suggestion, students' presentation is recommended to be applied in learning English especially in speaking skill.

**Key Words:** student presentation, speaking skill, communication

## INTRODUCTION

Basically, each state has a communication medium which can facilitate a relationship between individuals. Communication is an essential need for human being. This communication tool is a language. Language is the tool of communication which plays an important role to reveal an intention to someone else. They express their ideas, opinions, feelings, and so on by the language. Especially, English is international language.

English is one of the basic elements that must be mastered in the era of globalization. The status of English in Indonesia is second language. While, the first language is Indonesian. AFTA is an acronym of the ASEAN Free Trade Area that agreed of ASEAN countries to establish a free trade area with the aim to improve the competitiveness of the ASEAN region in the world economy (Management Students Association of Yogyakarta University, 2014). Especially since Indonesian people who have been faced AFTA or free market in 2015, the interest of mastering English is getting higher. English has become one of essential requirements to be competitive human resource. In creating competitive human resource that has good skills is not easy, as a good parents should introduce a tool to communicate with different people and languages from around the world is through English.

When people learn English, they have to know and have the ability of English skill. Those are reading, writing, listening, and speaking. From all of their abilities based on Competence Based Curriculum, speaking is the most important because speaking is one of the four basic competences that the students should gain well. According to Luoma (2004) "Speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assessment as well" (p.1). It has an important role in communication. Related to the fact above Hugnes (2002) "Speaking is fundamentally an interactive task; ask someone speak, she/he makes an interaction which order" (p.135).

Speaking is an important skill because it's one of the keys in English communication. According with what is stated by Thornbury (2005): No wonder, speaking represents a real challenge to mast language learner. Speaking is a skill, and as such to be developed and practiced independently of the grammar curriculum. Therefore, attempts to redress the lack of available guide to the teaching of 'speaking-as-skill'(p.4). Indonesian has to be able to master English as an international language. By mastering speaking skill, they can carry out conversation with foreigner, give ideas and change the information with foreigner and people are able to know the situation that happen in the world. In education of Indonesia, English has been introduced from kindergarten, elementary school, junior high school, senior high school, vocational school, until to university. But

English speaking skill only focuses from senior high school to university. Thus, English speaking is taught in all Senior High Schools in Indonesia.

As we know that most of learners told the students' problem in learning speaking such as the students are not interested in studying English, do not pronounce well, lack of vocabularies, are not confident and afraid to speak in front of class, seldom uses English language in the classroom and the teacher does not use an appropriate method/ technique. Based on those problems, most of learner has difficulty in speaking skill. This opinion according with what is stated by Pollard (2007) speaking is aspect which difficult to learn and master in foreign language because it involves many ideas, vocabularies, listening, pronunciation, and grammar activities to interact with around people.

Because the materials of English are very variety, so the teachers are obligated to choose the suitable method and technique in order to achieve the teaching purposes easily and the media will make the students to be more motivated to study. The teacher can use some technique in teaching learning process to help the student's understanding about the material that is explained. In applying technique, the teachers have to prepare many things like; teaching material, classroom management, and many others aspect because using inappropriate technique can make the students get difficulty in understanding the teacher's explanation. It is because when the students are taught using conventional method, the teaching learning processes only focus on the teacher and the learners do not pay attention to the teacher.

Referring to the difficulties above, the researcher have a good strategy and technique in teaching speaking, especially teachers, the reader, and other professional workers. So the researcher proposed one of the ways to improve the proficiency, that is using presentation skill which changes the student's confident and not afraid of speaking English on producing the new words and to improve in speaking skill.

According to Dewi (2010), Presentation is one form of communication to the public is an art to inform, convince, persuade, inspire, and entertain audiences. When students learn how to make an effective oral presentation, they will develop the ability to communicate with others. In addition, Learning English will become easier and more effective for them. According to Emden and Beker (2004), "developing the abilities to speak to an audience is one of the greatest benefits you'll ever get from your time in further or higher education." Then oral presentation is one of the important parts of teaching a foreign language. Through presentation skill, the students are expected to be easy in learning speaking English. Meanwhile then, the English teacher only brings technique and tips to students in order not nervous, confident, and fluency. In applying presentation, students have to prepare and plan their presentation before they have presented in the public. In generally, there are four steps in preparing effective presentation suggested by Tornbury and Biadoll (2014), as follow: 1) Plan is usually conclude like questions. 2) Prepare, people have to keep in mind like structure, prompt,

visual aids, voice, appearance, style, and question. 3) Practice is an activity to rehearse all points what you are prepare, rehearse with all visual aids and hangout, rehearse to manage time, and rehearse in front of mirror or a friend. Because their practice make perfect. 4) Present is final. People have to make strong start, show your passion trough your movement and gesture, make eyes contact, and do not forget to smile as well. So, teaching learning process in the presentation skill is focus on the learners/students.

A student learning approach program that used is presentation technique. According to Mandel (2000) the function of presentation skill is attempts to answer the fundamental question of how to prepare and deliver an effective speech. Proven techniques are presented that will give a reader the necessary skills to give more confident, enthusiastic, and persuasive presentations. Topic covered is how to use body language effectively; how to organize thoughts and data for maximum impact; how to develop and use visual and graphic as well as (of course) how to deliver what you have prepared (p.8).

Presentation technique consist of three steps cycle: teach, technique, practice, and speaking assessment. The teaching phase begins with presentation of materials, students should be told what it is they are going to learn and why it is important. In the technique, students how will give a reader the necessary skills to give more confident, enthusiastic, and persuasive presentations. next, each students have to Practice, it is an activity to rehearse all points what you are prepare, rehearse with all visual aids and hangout, rehearse to manage time, and rehearse in front of mirror or a friend. Because practice makes perfect. the last speaking in public in front of the audience and use a scoring system to assess that range from 1 to 6 point. The criterion can be seen in improvement point table.

## METHOD

The researcher used *Experimental of Quantitative Research* and the method of this research was *Quasi Experimental*. According to Sugiyono (2003), Quasi Experimental was a design that has a controlled group, but it was not have a function fully to controlled external variable that affects the experimental. It was consisted two variables; those were independent and dependent variable. The independent variable was presentation skill and the dependent variable was student's speaking skill. So, the researcher wanted to know were there any significant effect between student who are taught by presentation technique and those who were not taught by presentation technique in teaching English process.

Then, the research design that used was *Nonequivalent Controlled Group Design*. In this model, the researcher took two classes for the research like

experimental class and controlled class. In experimental class was taught with presentation technique and in controlled class without presentation technique.

The manner was to apply that design; the researcher given two kinds of test. The first was pretest to find the students' original competence before the researcher given treatment. The second was posttest to prove that there was significant effect of the treatment.

According to Sugiyono (2013), Population was a generalization region consisting of: objects / subjects that have certain qualities and characteristics defined by the researchers to be studied and then drawn conclusions.

The researcher concluded, population was number of the objects that would be observed. In this research, the researcher would take eleventh grade of SMA Negeri 24 Kabupaten Tangerang as the population of this research. The number of population was 425 students. It taken from nine classes (XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPS 1, XI IPS 2, XI IPS 3, XI IPS 4, and XI IPS 5); each class consists 41 students but in XI IPA 4, XI IPS 4 and XI IPS 3 class were 46 students.

The technique to take sample was Simple Random Sampling. There were two samples. The first, Experimental class was XI-IPA 4 which consisted of 41 students. The second, controlled class was XI-IPS 1 which consisted 41 students. The researcher took sample used Isaac and Michael (1981); Smith, MF (1983) table with 10 % of significa; total of samples number were 82 students.

In order to measure the capability of the students, the researcher used the score of pre- test and post-test as research instrument for both the experimental class and control class. The first, Pre-Test was a test which given toward students before implementing the experimental research (quasi experimental) to know and diagnose students' ability in speaking skill. The researcher gave pre-test in experimental class and controlled class. The kind of speaking that chooses in this research is extensive (monolog) with oral presentation task. The material of the test was narrative text.

After that, the researcher conducted Post-Test. It was a test which conducted by researcher to measure the ability of students after being given the treatment. The researcher would give post-test in experimental class after learning process using presentation skill and were given post-test in controlled class after learning process without using presentation skill. The kind of speaking that chooses in this research is extensive (monolog) with oral presentation task.

The test was based on the materials given in the class that related with speaking skill. The material of the test was narrative text. The material was taken from students' handbook and internet. The test items are valid because they are taken from an expert of test designer.

In this research, there were three items of Narrative Text especially about Legend for the test on the pre-test and post-test. The researcher used Construct Validity because the instrument was oral test. Before the instrument has given to

the students, the researcher consulted the instruments to the Professional Validations, the lecturer, and the related English teacher.

In accordance with Sugiyono (2013), Reliability was a measurement a consistency of the instrument. Reliability Instrument can be done by external or internal instrument. By external the test could be done by stability, equivalent, or by combine both these. The result of the research was reliable if there was similarity data in different times. After the researcher consulted the instrument and it was approved and valid, so the data was reliable.

After the pre-test, the researcher given the treatment. The treatment is given on experiment class using Presentation Technique. The researcher gave speaking skill test without through by presentation technique (controlled class) and speaking skill test through by presentation technique as like as treatment (experimental class). The researcher explains the procedure of teaching by presentation technique. The procedure divided three sessions. The first was socialization, the second was give different title of presentation to each student, and the third was performed by used presentation technique one by one student.

The treatment given in four meetings for experimental class used presentation technique and controlled class without presentation technique, so there will be eight meetings for both classes. The duration for each meeting is 2 X 40 minutes.

In this research, the samples were second grade on senior high school. The researcher taught about narrative text for both experimental class and controlled class. During the treatment for both of them, researcher used the same guidance English book as the related teacher used (i.e. Advanced Learning English 2 for Grade XI Senior High School). The researcher also used another related sources.

After the treatment has already been given to the students, the researcher conducted the post-test. The purpose of the post-test was to know whether the treatment of using presentation technique in learning could be effective or not for students' speaking skill At SMA Negeri 24 Kabupaten Tangerang.

Post test had the same number as the pre-test but different items. In post test, the items were about materials given about descriptive text. The validity of post-test can be seen from the content of the test. The content of the test was relevant with the material given during experiment or treatment.

The questions of post test were taken from English book during the treatment (i.e. Advanced Learning English 2 for Grade XI Senior High School). Besides, the researcher was consulting the instruments to the Professional Validations, the lecturer, and the related English teacher.

The data analysis was used to determine the effect of using Presentation Technique that implemented to the experimental class to get better English speaking skill. It could be indicated by pre-test and post-test scores. The scores from both the pre-test and the post-test collect was analysis by using descriptive statistics in form of table of frequency distribution, histogram, polygon, and diagram ogive. And then, it continued by analysis of centralization data and dispersion of data, also it discussed the mean of the analysis.

## FINDING AND DISCUSSION

This section focused on pre-test and post-test scores analysis of experimental class, controlled class, and the hypothesis testing. The result of pre-test scores of the experimental and controlled class were presented in Appendix 11 and 12. After analyzing the data, the researcher found that the average scores group was different. The pre-test score of experimental class was 37.875 and controlled class was 36,1. The post test score of experimental class was 78,7; whereas, the controlled class was 63,7.

The researcher tested the null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_1$ ) whether the score is rejected or accepted. The observed F value that got from data analysis is compared with F table from the table Fisher (Appendix 15) at level of significant 0.05 with the degree of freedom ( $df$ ) =  $N-1$ , whereas  $41-1=40$ , with level of significant 0.05 is 1.69. While F count of pre test was 1.32. F value of post test was 1.23. Based on both of F values above with the result that F count smaller than F table, the F values were Homogeneous.

The result hypothesis testing of pre test, t count was 1.007 smaller than t table was 1.993. Whereas on post test, t count was 5.708 higher than t table was 1.993. It means there was significant effect of student presentation n eleventh grade students' speaking skill at SMA 24 Kabupaten Tangerang between experimental class and controlled class.

During teaching learning process, students were asked to express their feel an emotional connection to the topic, present their findings, deliver what they have prepared, more confident, enthusiastic, develop and use visual graphic as well. Thus, every student is individually responsible for giving the best perform based on their speaking skill used presentation technique.

In contrast, the procedures in the controlled class were assumed as boring activities. Some of the students were sleepy, lazy, confused, nervous to express their speaking skill in the middle of teaching learning process because the main attention was directed on the researcher's explanation. Unfortunately, the students could not increase their speaking skill.

As matter of fact, the researcher concludes that teaching speaking skill using Presentation Technique was effective for increasing students' speaking skill. According to Mandel (2000) the function of presentation skill is attempts to answer the fundamental question of how to prepare and deliver an effective

speech. Proven techniques are presented that will give a reader the necessary skills to give more confident, enthusiastic, and persuasive presentations. Topic covered is how to use body language effectively; how to organize thoughts and data for maximum impact; how to develop and use visual and graphic as well as (of course) how to deliver what you have prepared (p.8).

Another advantage is to practice students' ability to prepare, help students to collect, inquire, organize, construct information, deliver an effective speech, improve, be more interesting, interactive, be confident and develop students' proficiency level in studying English especially students' speaking skill.

Finally, the finding showed that the both classes had significant effect. It could be said that experimental class was better than controlled class. The fact was known from the materials and activities used in experimental class support students to learn and increase more about English. Meanwhile, it was really different from the activities of controlled class that not fulfill their need, as most of the attention was mainly organized to the teacher's model. To conclude, teaching speaking skill using presentation technique was better than using conventional method.

The analysis showed that there was significant effect of students' score in speaking skill both experimental and controlled classes. From the result of analysis in chapter IV, overall, the researcher conclude that there was significant effect of student presentation on eleventh grade students' speaking skill at SMA Negeri 24 Kabupaten Tangerang between student who are taught by presentation technique and those who are no taught by presentation technique. It means that the null hypothesis is rejected and the research hypothesis is accepted. From the explanation above, it could be said that teaching English using presentation technique is more effective than using conventional teaching.



## REFERENCES

- Benyamin, H. (2012). *Advanced Learning English 2 for Grade XI Senior High School*. Bandung: Grafindo Media Pratama.
- Biadoll123. (2014). "Effective Presentation Skill" *Journal Education-Business*: 1-30. <http://www.slideshare.net/biadoll123/effective-presentation-skills-29762969> (Accessed on January, 7<sup>th</sup>, 2014)
- Brown, D. H. (2003). *Language Assessment Principles and Classroom Practices*. California: Longman.
- (2004). *Language Assessment Principles and Classroom Practices*. California: Longman.
- Chomsky, N. (2006). *Language and Mind*. Third Edition. New York: Cambridge University Press
- Colman, M, A. (1996). "Teaching presentation skills to undergraduates: students' evaluations of a workshop course." *Journal Education*: 75-82. <https://www2.le.ac.uk/departments/npb/people/amc/articles-pdfs/teacpres.pdf> (Accessed on January, 2<sup>nd</sup>, 2016)
- Dewi, P,R. (on Friday, October, 2014) Presentasi. Accessed from <http://dhytadwias.blogspot.co.id/2014/09/presentasi.html>
- Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Tangerang. (2015). *Pedoman Penulisan Skripsi*. Tangerang: UMT Pres.
- Fakultas Ekonomi Universitas Negeri Yogyakarta. (2014). *Tantangan dan Keuntungan AFTA 2015 untuk Indonesia*. Yogyakarta: WordPress.com.
- Gibson, M. (2013). *Types of Presentations*. Arkansas: Henderson State University. <https://www.accuconference.com/blog/types-of-presentations/> (Accessed on October, 25<sup>th</sup>, 2013)
- Griffiths, C. (2008). *Lesson from Good Language Learners*. New York: Cambridge University Press.
- Haber, G. (2008). "( Benefits of Student Verbal Presentations to the Class." *Journal English Teacher Network*: 1. [http://www.etni.org.il/etnirag/issue9/gilda\\_haber.htm](http://www.etni.org.il/etnirag/issue9/gilda_haber.htm) (Accessed on December, 12<sup>th</sup>, 2015)
- Harmer, J. (2007). *The Practice of English Language Teaching*. Third Edition. English: Cambridge.

- Hughes, R. (2002). "The Effect of Intensive Communication Activities to Improve Novice Learners' Oral Interaction Skill." *Journal of English*: 135. <http://www.paaljapan.org/resources/proceedings/PAAL10/pdfs/negishi.pdf> (accessed on December, 1<sup>st</sup>, 2015)
- It's Time to Go to School! Short Example of Spoof Text.* (on June 2013) Accessed from <http://freeenglishcourse.info/its-time-to-go-to-school-short-example-of-spoof-text/>
- Louma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.
- Mandel, S. (2000). *Effective Presentation Skill*. Boston: United States of America.
- Mutiara, M, N, S. (on January, 24<sup>th</sup>, 2016). Personal Interview.
- Nita, W, A. (2015). *Effect of Presentation on the Eleventh Grade Student's Speaking Skill at SMA 14 Kabupaten Tangerang*. Program Sarjana Fakultas Keguruan dan Ilmu Pendidikan Bahasa Inggris. Tangerang: Universitas Muhammadiyah Tangerang.
- Pollard, L. (2008). *Lucy Pollard's Guide to Teaching English*. London: University of London.
- Prabowo, D, A. (on January, 3<sup>th</sup>, 2013). Example of Spoof Text, Definition, Generic Structure, and Purpose. Accessed from <http://di-copy.blogspot.co.id/p/about-us.html>
- Riadi, E. (2014). *Metode Statistika Parametrik & Nonparametrik*. Tangerang: Pusaka Mandiri.
- Sriwismajayanti. (on July, 28<sup>th</sup>, 2010) Definition of Spoof Text. Accessed from <https://sriwismajayanti.wordpress.com>
- Sugiono. (2013). *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*. Bandung: Alfabeta.
- (2003). *Metode Penelitian Kuantitatif dan Kualitatif dilengkapi dengan R&D*. Bandung: Alfabeta.
- Tornbury, S. (2005). *How to Teach Speaking*. Vermont: Longman
- Wallwork, A. (2010). *English for Presentations at International Conferences*. New York: Spinger.
- Yunita, N. (2014). *Improving the Eleventh Grade of Administration Student's Speaking Skill through Role Play Strategy at SMK Harapan Jaya*

*Cengkareng*. Program Sarjana Fakultas Keguruan dan Ilmu Pendidikan Bahasa Inggris. Tangerang: Universitas Muhammadiyah Tangerang.