

## THE ENHANCEMENT OF SPEAKING SKILL THROUGH CLASSROOM PRESENTATION

Nian Masna Evawati<sup>1</sup>  
Murwani Ujihanti<sup>2</sup>  
Wasitoh Meirani<sup>3</sup>

*Sriwijaya Polytechnic*

**ABSTRACT:** The study was aimed to enhance speaking skill through classroom presentation. It tried to find the actual problems of speaking in the class and then solve them. The subjects of the research were the first semester students of Energy Engineering Study Program State Polytechnic of Sriwijaya. This study was qualitative research which was carried out using YouTube media and animation power point media. The research instruments for collecting data were observation sheets and rubric score of presentation. The data collection techniques were observing the classroom presentation activity done by the students and taking score using rubric during presentation. The data were analyzed in 3 stages: reducing the data, displaying the data and drawing conclusions. The results of the study showed that there were some enhancements in the students' speaking skill. In using YouTube media, there were some unsuccessful actions. Meanwhile, in using animation power point media, the implementation of classroom presentation was successful in enhancing the students' speaking skill.

**Keywords:** Speaking skill, classroom presentation.

State Polytechnic of Sriwijaya is one of polytechnics in Palembang, South Sumatera – Indonesia. It has 11 majors and 11 study programs. All of those majors and study programs have English subject in their syllabus. It means that all students of State Polytechnic of Sriwijaya have to learn English. English lecturers of State Polytechnic of Sriwijaya have to teach English Specific Purpose to the students in each of majors and study programs. One of the study programs in State Polytechnic of Sriwijaya is Energy Engineering. The researchers as English lecturers have to teach English, but the materials or topics taught are related to Energy Engineering.

The English teaching is intended to develop students' communicative competence which emphasizes listening, writing, reading, and speaking skills. English language has four skills that must be learnt by students so that is why English lecturers teach students of State Polytechnic of Sriwijaya English in integrated system. One of those four skills that have to be taught in integrated system is speaking. Ur (2009) states that speaking seems to be the most important. It is in line with Richards (2008), the mastery of speaking skills in English is a priority for many second language or foreign language learners. In addition, according to Thornbury (2005), speaking is an interactive skill that requires the ability to have cooperation with the other aspects of language.

Speaking skill needs to be developed and practiced independently from the other aspects of language, such as grammar and listening. In that case, the speaking teaching and learning process will be as interesting as possible to be conducted in classroom in order to make the students become more interested in learning the other aspects of English language. Thus, it emerges many varieties of approaches to teach speaking. In designing speaking activities or materials for teaching speaking, it is also necessary to recognize the very different functions of speaking performs in daily communication and the different purposes for which students need speaking skills.

The researchers as English lecturers needed to have appropriate approach to teach speaking to the students in terms of what function was the goal of the learning process. The technique used in teaching speaking should be based on the students' need and the objective of the English language learning. The process of learning and teaching

speaking is influenced by the time allocations and the facilities available in the class. In addition, the lecturers should use the appropriate activity done in the classroom. The activity in the learning and teaching process is absolutely needed.

Richards (2008) took from Brown and Yule's framework and used three-part expanded activities of speaking to design the suitable materials for the students. There are talk as interaction, talk as transaction, and talk as performance. Each of these activities is different in terms of form and function and requires different teaching approaches. Talk as interaction refers to the conversation. Talk as transaction refers to situations where the focus is on the message. Talk as performance refers to public talk such as classroom presentations and speeches.

Based on those activities of speaking used by Richards (2008) above, the English lecturers decided to implement classroom presentation activity as teaching approach of speaking because classroom presentation activity is intended to help the students to develop communicative competence. Classroom presentation activity is an interactive teaching learning process of speaking that involves producing, receiving, and processing information. Students can share their ideas and opinions through classroom presentation activity. The students can also increase their knowledge through presentation. The crucial thing in classroom presentation activity is how to deliver the ideas well and make the audience understand of what the presenter or speaker says. It is in line with Celce-Murcia (2001), academic English second language students need most an extensive authentic practice in class participation, such as taking part in discussions, interacting with peers and lecturer, and asking and answering question. Practice in activities such as leading and taking part in discussions and giving oral report is needed to be done. Moreover, providing classroom presentation activity can encourage the students which forces the students in expressing the ideas through the topic which is familiar with student's world.

## **RESEARCH METHOD**

Since the topic of Describing Procedure is included into the English Syllabus of Energy Engineering Study Program, English lecturers asked students to describe one of procedures from their experiments in laboratory. The students learned some titles of experiments in their job sheet. The lecturers divided a class into a group of two and the lecturers gave them a task of presentation to be done, then indicator is needed to measure the students' speaking skill progress.

The classroom presentations in Energy Engineering's English class were observed by researchers as English lecturers. With this technique, the data were collected by doing the observation while the classroom presentations were implemented. The observation sheet was used to guide the researchers in observing the classroom presentations. It was used to get the information about the students' activities during the teaching and learning process of speaking when the classroom presentations were implemented. The data were collected by observing and engaging in the teaching and learning process, and wrote the activities in the form of field notes called observation sheet. Then the researchers took score using rubric during presentation. The data were analyzed in 3 stages: reducing the data, displaying the data and drawing conclusions.

## RESULTS AND DISCUSSION

This classroom presentation activity did not apply well since the students used YouTube media, the students' speaking skill improvement did not increase well. Based on students' score in oral examination of Energy Engineering students class A who were at the first semester, the percentage of the result in speaking test showed that 3 students or 12.5% got A, 6 students or 25% got B, 11 students or 45.83% got C, and 4 students or 16.67% got D. From this result, it can be concluded that the students' speaking skill was low.

Based on the researchers' observation during classroom presentation activity using YouTube media, the researchers found that many students had low speaking skill. The students often found some problems. The problem frequently found is that the native language causes students difficult to use the English language. Another reason is because of lack vocabulary. The weaknesses of the students' speaking skill were shown by the fact that many students used pauses when they spoke because they were lack of vocabulary. The use of YouTube media for classroom presentation activity was not a simple process at all because the student as the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

Besides, when the researchers asked students to present in front of classroom, many of them were less confident to express their ideas during classroom presentation performance because they said the procedures of experiments and devices used in YouTube were different with the procedures of experiments and devices they used in the laboratory. The students could not express anything when they felt that they should speak on the topic they were unfamiliar with it. Based on those problems faced by the students, it is necessary that the researchers put attention on certain aspects in this research study. Thus, the researchers focused on the problems and attained the research objective accurately. Based on the urgency of the problems in the speaking teaching and learning process, the present study limits the scope of the research to matters related to the media in the speaking teaching and learning process. Researchers as lecturers had to set up the classroom presentation activity properly, thought an appropriate speaking media that could be applied to solve those problems, and provided students with the opportunities to communicate about relevant topics so lecturers could create interesting atmosphere in the class and enhanced students' speaking skill.

Lecturers gave the students speaking task which provoked them to create animation power point media about their experiments procedures in laboratory. The classroom presentation activity using animation power point media could encourage students to speak or did the presentation because using animation power point media is a way for the students to 'get the feel' of what communicating in English really feels such a real life of doing experiment in laboratory. Students could see how easy they found a particular kind of speaking and what they needed to do to improve their classroom presentation using animation power point media. Classroom presentation activity using animation power point media could give the students enormous confidence and satisfaction because the lecturers allowed the students to create their own animation power point media so that the language style is frequently more deliberative or planning is involved in this type of speaking media. Moreover, creating animation power point media challenged the students and forced the students' creativity, ideas, opinion, knowledge, and abilities.

The students' speaking skill is measured to know the students' achievement after they did the classroom presentation using animation power point media by using five point scale known as rubric adapted from Brown (2004, p.172-173). There are five components such as grammar, vocabulary, comprehension, fluency, and pronunciation which have rating range from 1-5 (from the lowest to the highest) with different criteria. The students' speaking skill rubric is presented as follows:

**Table 1. Rubric of Students' Speaking Skill**

Category	Level	Criteria	Score
Grammar	I	Poor to very poor: Speaker can be understood by native speaker, even errors in grammar are frequently spoken.	
	II	Average to poor: Speaker can handle elementary constructions quite accurately, but unconfident to control the grammar.	
	III	Good to average: Control of grammar is good. Speaker is able to speak the language with sufficient structural accuracy.	
	IV	Very good to good: Errors in grammar are quite rare. Speaker is able to use the language accurately.	
	V	Excellent: Equivalent to that of an educated native speaker.	
Vocabulary	I	Poor to very poor: Speaker has inadequate speaking vocabulary to express anything but the most elementary needs.	
	II	Average to poor: Speaker has sufficient speaking vocabulary to express things simply with some circumlocutions.	
	III	Good to average: Speaking vocabulary is broad enough that speaker rarely has to grope for a word.	
	IV	Very good to good: Speaker has a high degree of precision of vocabulary.	
	V	Excellent: Presentation on all levels is fully accepted by educated native speakers in its entire feature including breadth of vocabulary and idioms, colloquialisms, and cultural references.	
Comprehension	I	Poor to very poor: Speaker can understand simple questions and statements if it delivers with slowed speech, repetition, or paraphrase.	
	II	Average to poor: Speaker can get the gist of most presentation of easy topics (topics that require no specialized knowledge).	
	III	Good to average: Speaker's comprehension is quite complete at a normal rate of presentation.	

	IV	Very good to good: Speaker can understand any presentation within the range of speaker's experience.	
	V	Excellent: Equivalent to that of an educated native speaker.	
Fluency	I	Poor to very poor: Presentation is halting, very slow, and fragmentary that presentation is probably impossible.	
	II	Average to poor: Presentation is frequently hesitant and jerky; some sentences may be left uncompleted.	
	III	Good to average: Presentation is occasionally hesitant. Speaker rarely has to grope for words.	
	IV	Very good to good: Presentation is smooth and effortless, but perceptively non-native in speed and evenness.	
	V	Excellent: Presentation on all professional and general topics as smooth and effortless as a native speaker's.	
Pronunciation	I	Poor to very poor: Errors in pronunciation are frequent but speaker can be understood by a native speaker.	
	II	Average to poor: Accent of the speaker is intelligible though often quite faulty.	
	III	Good to average: Errors never appear with understanding. Accent may be obviously foreign.	
	IV	Very good to good: Errors in pronunciation are quite rare.	
	V	Excellent: Native pronunciation, with no trace of foreign accent.	
<b>TOTAL SCORE</b>			

**Scale of the Level**

- I** : 1-4
- II** : 5-8
- III** : 9-12
- IV** : 13-16
- V** : 17-20

**Table 2. Conversion Table of the Total Score**

<b>Total Score</b>	<b>Level of Students' Speaking</b>
< 40	E
40-53	D
54-65	C
66-79	B
80-100	A

**Table 3. Description Table of the Total Score**

<b>Level</b>	<b>Description</b>
E	Unable to function in the spoken English language or presentation
D	Can initiate and maintain predictable face-to-face presentation and satisfy limited presentation demands
C	Able to satisfy most presentation requirements with language usage that is often, but not always, acceptable and effective
B	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most presentation on topic
A	Able to use the language fluently and accurately on all levels

Source: Adapted from Brown (2004, p.172-173).

## CONCLUSION

From the results and discussion above, it can be concluded that classroom presentation activity did not apply well since the students used YouTube media because the students' speaking skill improvement did not increase well. The students often found some problems. The problem frequently found is that the native language causes students difficult to use the English language. Another reason is because of lack vocabulary. The weaknesses of the students' speaking skill were shown by the fact that many students used pauses when they spoke because they were lack of vocabulary. The use of YouTube media for classroom presentation activity was not a simple process at all because the student as the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Meanwhile, the classroom presentation activity using animation power point media could encourage students to speak or did the presentation because using animation power point media is a way for the students to 'get the feel' of what communicating in English really feels such a real life of doing experiment in laboratory. Classroom presentation activity using animation power point media could give the students enormous confidence and satisfaction. Moreover, creating animation power point media challenged the students and forced the students' creativity, ideas, opinion, knowledge, and abilities.

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