

THE USE OF ORAL PRESENTATION FOR STUDENT' SPEAKING SKILL AT SMP ISLAM RAUDLATUL ULUM

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Abstrak:

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan berbicara siswa pada Kelas IX SMP Islam Raudlatul Ulum. Fokus pada penelitian ini yaitu untuk menjelaskan dan menganalisis kemampuan berbicara siswa dalam sebuah presentasi lisan Pada siswa kelas IX SMP ISLAM Raudlatul Ulum. Desain dari penelitian ini adalah pendekatan deskriptif kualitatif yang mana mempunyai satu variabel yaitu siswa-siswi kelas IX SMP ISLAM Raudlatul Ulum, mereka dilihat dari kemampuan berbicara ketika sedang dalam presentasi lisan. Populasi pada penelitian ini adalah siswa kelas IX SMP ISLAM Raudlatul Ulum. Jumlah siswa kelas IX terdiri dari 20 siswa maupun siswi. Untuk mengetahui kemampuan berbicara siswa dalam menggunakan metode presentasi lisan peneliti menggunakan observasi dan interview dalam mengumpulkan data. Peneliti menemukan bahwa hampir semua siswa mampu berbicara saat melakukan presentasi lisan di depan kelas, siswa merasa lebih percaya diri saat presentasi di depan kelas, mereka cukup mampu dalam penguasaan materi yang diberikan oleh guru, peneliti menyimpulkan bahwa siswa kelas IX SMP ISLAM Raudlatul Ulum dalam kemampuan berbicara bahasa Inggris saat presentasi termasuk dalam kategori bagus.

Kata Kunci: Keterampilan Berbicara, Presentasi Lisan, Untuk Siswa

Abstract:

The aim of this research was to determine the speaking abilities of students in Class IX of Raudlatul Ulum Islamic Middle School. The focus of this research is to explain and analyze students' speaking abilities in an oral presentation in class IX students of Raudlatul Ulum Islamic Middle School. The design of this research is a qualitative descriptive approach which has one variable, namely class IX students of Raudlatul Ulum Islamic Middle School, they are seen from their speaking ability when making an oral presentation. The population in this study were class IX students of Raudlatul Ulum Islamic Middle School. The number of class IX students consists of 20 students and female students. To determine students' speaking abilities using the oral presentation method, researchers used observation and interviews to collect data. Researchers found that almost all students were able to speak when making oral presentations in front of the class, students felt more confident when presenting in front of the class, they were quite capable of mastering the material given by the teacher, researchers concluded that class IX students of Raudlatul Ulum Islamic Middle School in the ability to speak English during presentations is included in the good category.

Keywords: Speaking Skill, Oral Prsentation, For Student

INTRODUCTION

Speaking English is an important skill that must be learned for every student. Even at every level of education, English is one of the subjects that students must learn. However, there are still many students whose English skills are inadequate. Many of them still have difficulty speaking English, especially in front of many people. In this increasingly modern era, there are many effective methods to improve speaking skills. One of them is a presentation, but when making a presentation there are still many who experience difficulties.

Speaking is an ability that is considered important for learning English (van Ginkel et al., 2017). As previously explained in learning English students must be guided to have a higher level of language input in the sense of listening than the level of producing language or vocabulary in the sense of speaking. Suryani & Argawati, (2018) states that speaking is a communication tool which contains conveying meaning including producing more words and speaking will be easier with good teaching for students, just like when we learn a new language we must pay attention and how to learn how to pronounce it well. Talking is the process of pouring new ideas by expressing them, exchanging information, and we can communicate with each other. When teaching speaking to students, students must be more active in practicing to increase vocabulary.

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Oral presentation is one of the methods that can be used in the process of teaching and learning English in order to improve students' speaking skills in English. Oral presentations give students a role to demonstrate and apply their knowledge (Tsang, 2020). The degree of student proficiency varies throughout several research that discuss enhancing students' speaking abilities utilizing oral presentation techniques. (Rahmat et al., 2019). It should be noted that while study has not found other aspects such students' speaking ability and level of speaking proficiency, oral presentations are extremely beneficial in helping students improve their speaking skills. In order to help students develop their speaking abilities, this study will look at the oral presentations that students have utilized. This study also aims to discover the difficulties that students run into when giving oral presentations in class. According Sari, (2020) Presenting ideas and information to audiences is a type of communication action. An oral presentation, as opposed to a written one, better conveys the speaker's personality and allows for rapid interaction amongst all participants or listeners.

Few studies have been conducted on or oral presentations. (Riadil, 2020) It has been concluded that student performance after making oral presentations will affect

vocabulary, skills, and choice of words in speaking. Abdullah Hammad, (2020) Concludes that when using the oral presentation method there are three stages which include: planning, preparation, and practice. Cris (2020) Concluding that there is an oral presentation will help students reduce students' nervousness and fear during oral presentations. In other words, when presenting students can grow mentally within them. Safina, (2019) found that presentations motivate students to be more active in speaking so that students have experienced speaking effectively. Grace (2019) Stated that oral presentations lead to pedagogical implementation in the teaching and learning process in the classroom. Basically research shows that oral presentations are quite effective in increasing students' speaking skills, but they cannot reveal other factors such as the level of students' language skills. In this case, presentations are useful in motivating students to be interested in using language, improving students' language skills, especially speaking skills, teaching students to think critically in conveying ideas, and strengthening students' self-confidence because they have to speak during presentations.

RESEARCH METHOD

Following the background and wording of the previous chapter, to conduct research, researchers need a research design that fits their strategy. This study uses case study research. Qualitative research methods explore questions that verbally best describe how research participants perceive and interpret different aspects of the environment. Qualitative research uses process-oriented methods of understanding, interpreting, explaining, and theorizing phenomena and

situations. The purpose of qualitative descriptive research is to describe and summarize various conditions, situations and phenomena of the social reality that exists in the community and is the subject of research.

Observation, in this study, researchers used observation to explore the implementation of Oral Presentations. Observations in research are defined as paying attention to something Gathering data by deploying all five senses. Observation is direct observation by sight, smell, hearing, touch, or sometimes taste. The instruments used for observation included observation guidelines, method: making a group, preparing material for presentation, give a good opening, pay attention to nonverbal communication, stay confident, look for a mintor to practice, evaluate and keep practicing.

Interview is the way to take and gather several data from the informant through asking the informant several questions related to the topic or the content, the informant only need to answer the question honestly. (Davison & Smith, 2018) argues that interview can be done if the researcher is interested to find out several things further and deeper from the respondent and in a small number of participants. He was also stated that interview can be held structurally and unistructural, face to face or using medium.

RESEARCH FINDING AND DISCUSSION

In this section, the researcher describes the research findings obtained from student observation sessions and interview sessions regarding the use of oral presentations. To answer the first research question using an observation checklist and to answer the second question using unstructured interviews according to the guidelines. To prove and

answer the research questions in this study, the researcher attended several meetings in class presentations to directly monitor student activity in class during learning held on 14 July 2023 for Observation Sessions and 15-1 July 2023 for In-depth Interviews.

Observation results in managing learning. The teacher prepares the groups the same as the results of observations made by Iis Safina, the difference in making groups as a result of the researcher's observations is that the groups are created randomly where students are asked to come forward and take the numbers prepared by the teacher, while Iis Safina's group division is determined by the teacher. The teacher prepared the presentation material differently from the research conducted by Iis Safina, namely that the distribution of the material was given according to the serial number of the presentation, while the results of the researcher's observations were that the material was given randomly with group representatives being asked to come forward to take the material prepared by the teacher. Students give a good opening when making a presentation. According to Iis Safina, students are required to give a good opening. Based on the results of her observations, the opening made by the group has been prepared by the teacher and the results of the researcher's observations on the opening of the presentation, namely that students before making the presentation are trained by an effective teacher regarding the opening. Students are trained to use non-verbal communication. In research conducted by Iis Safina, the results of his observations showed that students when making presentations used non-verbal communication. The difference between the results of the researcher's observations and previous research was that

students were not required to use non-verbal communication because using non-verbal communication during presentations made students more strengthen their minds. Looking for a mentor to practice, the difference between the results of the researcher's observations and previous research is that in looking for a mentor, students will be guided to look for a mentor, namely an upperclassman or student council administrator, whereas according to researchers, teachers become mentors when there is time between lessons.

The results of the interview with informant A explained that he likes English lessons and has difficulties in speaking. He also explained that he liked the presentation method used in teaching and learning activities so he was motivated in learning speaking because he wanted a perfect presentation. He said that the presentation method made him more responsible for the material given and made his character better. He thinks that the teacher's way of teaching is very interesting and easy to understand. Informant A's presentation method really helped him in learning English and also required him to understand what had to be explained. Presentations have the advantage of being able to make him more fluent and not nervous in delivering material when presenting in front of the class.

The results of the interview with informant B explained that he also liked English lessons and had difficulties in memorizing Vocabulary. He continued to study and tried to record vocabulary that was difficult for him to pronounce. Informant B also explained that he liked the presentation method used in teaching and learning activities so he was motivated in learning speaking because he wanted a perfect presentation. He said that the presentation method made him

more responsible for the material given and made his character better. He believes that the teacher's way of teaching is very interesting and easy to understand, the method brought by the teacher, namely the presentation method, is very pleasant. Informant B's presentation method really helped him in learning English and also required him to understand what had to be explained. Presentations have the advantage of being able to make him more fluent and not nervous in delivering material when presenting in front of the class.

CONCLUSION

This study uses a qualitative-descriptive design which is intended to obtain evidence about the use of oral presentation for student speaking skills for grade IX at SMP ISLAM RAUDLATUL ULUM. Initially, the researcher made observations to find out how teachers at SMP ISLAM RAUDLATUL ULUM apply the presentation method for student speaking skills. After making observations, the researchers gave interviews, questionnaires and to students of class IX IPS at SMP ISLAM RAUDLATUL ULUM which contained questions related to the oral presentation method for student speaking skills.

Discussing this study revealed positive results on students' English skills when using the presentation method. It can be proven that the learning strategy using the presentation method can have a significant effect on students' English speaking ability because the researcher made observations when the teacher used oral presentations as a learning strategy and when using the presentation method it can be seen that Class IX students of SMP ISLAM RAUDLATUL ULUM become passive and according to them, the teaching and learning process is more interesting when using the

presentation method and are more enthusiastic in following the lesson. This is because students are more daring to speak in front of the class when making presentations with their groups. When discussing the material provided students can broaden their horizons by exchanging opinions and exchanging creative ideas to find references, solutions and to solve problems.

The research that has been carried out based on the previous statement can answer the first question, especially from the observation process in this study, namely, "How is the oral presentation activity in speaking classroom?". While the results of interviews and questionnaires can answer the second research question, namely, "How is the student's perception in speaking classroom?". So basically all learning strategies have advantages and disadvantages, a learning strategy will produce positive results when the teacher implements it properly and correctly, therefore the teacher's ability must be adequate with the learning strategy that will be used, if not then using any learning strategy will produce bad results.

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