



IMPROVEMENT OF SPEAKING BY USING PRESENTATION IN CULTIVATION PROGRAM STUDENT OF POLITEKNIK KELAPA SAWIT BEKASI

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Abstract

Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. However, the researcher has found that there are many similarities and difficulties faced by the students in speaking English such as fear of making mistakes, fear of being laughed by their friend as they have no idea about pronunciation and grammar that they use. The objective of this research was to prove whether or not students speaking skills be improved by using presentation for students of Bekasi palm oil polytechnic cultivation program. The result of this study shows that At the beginning of the presentation assignment, students' speaking ability is still very limited. But when the presentation assignments went on for quite a long time, students were getting used to the presentation of English and they were also more used to doing public speaking. Based on the results and discussion, it can conclude that presentation can improve student's speaking skill for Cultivation Program Student of Politeknik Kelapa Sawit Bekasi.

Key words: *Speaking Skills, Presentation*

Abstrak

Speaking adalah salah satu keterampilan bahasa Inggris dasar yang harus dikuasai oleh pelajar asing berbahasa Inggris karena peranannya yang signifikan dan penggunaannya untuk komunikasi. Menguasai speaking merupakan hal yang sangat penting mengingat bahasa Inggris adalah bahasa universal yang banyak dipakai oleh orang-orang di berbagai negara, sehingga akan sangat bermanfaat bagi mereka yang menguasainya tidak hanya untuk meningkatkan pengetahuan dan keterampilan mereka tetapi juga lebih mudah bagi mereka untuk mendapatkan pekerjaan. Namun, peneliti telah menemukan bahwa ada banyak kesulitan yang dihadapi oleh siswa dalam berbicara bahasa Inggris seperti takut membuat kesalahan, takut ditertawakan oleh teman karena mereka tidak tahu tentang pelafalan dan *grammar* yang mereka gunakan. Tujuan dari penelitian ini adalah untuk membuktikan apakah keterampilan berbicara mahasiswa dapat ditingkatkan dengan menggunakan presentasi pada mahasiswa program budidaya politeknik kelapa sawit Bekasi. Hasil penelitian ini menunjukkan bahwa pada awal presentasi, kemampuan berbicara siswa masih sangat terbatas. Tetapi ketika presentasi telah berlangsung cukup lama, siswa terbiasa dengan presentasi bahasa Inggris dan mereka juga lebih terbiasa berbicara di depan umum. Berdasarkan hasil dan diskusi, dapat disimpulkan bahwa presentasi dapat meningkatkan keterampilan berbicara untuk siswa dari Program Budidaya Politeknik Kelapa Sawit Bekasi.

Kata kunci: *Speaking Skill, Presentasi*

Introduction

Language, the expression of human communication through knowledge, belief and behavior, can be experienced, explained, and shared. This sharing is based on systematic, conventionally used signs, sounds, gestures, or marks that convey understood meanings within a group or community. English is one of the languages that is very important to learn. In Indonesia English is taught as foreign language from low to higher education.

English contents four skills. They are reading, writing, speaking and listening. In this case, the researcher would like to improve the students' speaking skill. It was caused most of the students still have poor in their speaking skill. Speaking skill its self is productive skill in the oral mode. It is more complicated than the other skills. In this skill, the students did not only pronounce the words but also they had to interact with the others well. Communication through speaking is commonly performed in face to face interaction. It occurs as part of verbal exchanges.

In speaking, the use of body language is great help for the listeners to understand the intended message. Therefore, the non-linguistic features are very helpful to smooth the flow of the interaction between the speaker and the listener. Laratu (2009: 6) states, speaking consists of knowledge and skill. Knowledge is what we know about something. It needs to be used in action in order to understand it. Skill is an ability to perform the knowledge. Both knowledge and skill can be understood and memorized. However, only skill can be imitated and practiced.

Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel (Garg & Gautam, 2015).

However, in several Asian countries in which English is taught as a foreign language such as South Korea, Japan, Thailand and some other countries in the Middle East, learners' behavior in classroom situation seems not working that it is hoped as it stated in The East Asian Learner Journal that learners in Asia are often afraid of making mistakes and being ridiculed in front of their classmates. Besides that, they may also respond in short phrases because they may not feel confident or because they are too shy to speak it out. In addition, young learners of English may also giggle when they are embarrassed or when they are unable to understand the lesson (Eun-Byung, 2009).

Based on researcher observation on students in Politeknik Kelapa sawit Bekasi, the researcher has found that there are many similarities and difficulties faced by the students in speaking English such as fear of making mistakes, fear of being laughed by their friend as they have no idea about pronunciation and grammar that they use. Besides, they are also not confident enough to express their idea and feeling hesitant due to the lack of vocabulary that they have. Then, they are also bored in learning English because the teaching-learning activities provided in a conventional way, for instance; the teacher asked the students to perform the text they have memorized.

Furthermore, they also cannot speak based on their willingness because what they want to speak is structured by the teacher, in other words they just repeat the word that has been produced. Afterward, those problems make students get lazy or less ability to speak. Those cases are quite problematic

considering that even though speaking is not included in final test, in daily teaching and learning activities it is involved in the scoring and become teachers' concern and consideration in determining whether or not the students pass the subject. Therefore, the researcher considers that it is very necessary to find out an alternative way to create suitable and interesting technique related to the students' condition.

The researcher thinks that there must be a way to solve students' difficulties in speaking English. There are many ways to help the students to overcome their difficulties in speaking English. According to Harmer when the teachers want to encourage students to speak, they have to use communicative approach that avoids the concentration towards grammar and vocabulary but emphasizes on the significance of language function (Harmer, 2011). In other words, these activities will involve students in real communication, where the achievement of their communicative task is more important than the accuracy of language they are using.

In this study, the researcher attempts to conduct a research about the use of students' presentation in English language classrooms and its impact in speaking skill. The use presentation in classroom is important because of its positive impact on students' proficiency level. Some students do not like to speak in the classroom. In addition, they do not have the opportunity to speak this language outside. Thus, if student does not practice English in the classroom, may be they do speak it never. Teachers can use presentation as a technical way to deal with students' problems in speaking. Presentation activities provide an excellent opportunity for the learners to develop this skill, speaking several minutes in a structured way, delivering into various aspects of a single topic.

The process of teaching a foreign language is complex one. In the past English language classroom had focused in teaching students speaking skill, rather than other skills. Nowadays, the communicative approach for teaching English has focused on how to give student more activities in order to be able to communicate in this language without any problem.

According to Baker (2008: 1), communication is the act of transmitting and receiving information. Students need to master all the elements of speech in order to communicate by English in fluent manner. Moreover, the main goal of oral expression courses is to teach students oral language and develop their proficiency level. According to Hedge (2010: 58), the normal process of listening, speaking, and writing should be play, those skills are an extension of oral communication. Presentation is one of the activities, which are using in oral expression courses to develop students' speaking skill.

Effective presentation skill is essential in education, social and professional life. According to Meloni and Thompson (1980: 503), if presentation been guided and structured, it will be beneficial to ESL/EFL in all there learning subject and later in their work. Students need more practice in English before they graduate. Chivers and Shoolbred (2012: 4) claim, there are many reasons why students are asked to give presentation and these will be influenced by their academic course and situational and organizational factors. Thus, one of the purposes of doing presentation is to give information with a formal way.

Presentation is a way of developing the students' ability to practice. They will be able to inform. In addition, when students listen to the presenters, this has developed their abilities in performance. According to King (2012: 401) students give an oral presentation in front of the class is one of activities that learners have and it included in the lessons to improve the students' proficiency level. In sum, when students learn how to make an effective 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 Baker (2009: 1), 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, especially in the university environment.

When teacher asks student to prepare and give an oral presentation on any topic, most of them have not the exact time to do their research. In addition, they do not know how to present the work in a correct way. When the speakers make the audience achieve their research objective this is an effective oral presentation. Moreover, effective oral presentation was being aimed to make the audiences get new, useful information and they will enjoy their times while listening to the speakers. According to Chivers and Shoolbred (2012: 22) Effective presentations achieve their objective and usually bring some benefit and learning to all the people Involve them whether presenters, audience or tutors. In addition, sometimes if students learn new things in a given lecture. After a period, they try to remember it, but they cannot, in contrast students can easily remember it if they learn it in from a presentation.

Chivers and Shoolbred (2012: 21-22) claim that in order to prepare and delivery the presentation, there are some characteristics, which are important to make it effective: (1) Careful planning and preparation; (2) Good time management; (3) Relevant and interesting content; (4) Good communication skills; (5) Appropriate use of technologies; (6) Clear supporting documentation; (7) A suitable audience participation Therefore, in oral presentation, it is

necessary for students to know how to prepare and structure their presentation. In addition, they need to know how to delivery it because this will make its content more and more effective.

From the statements above, the researcher assumes that students speaking skills can be improved by using presentation, and also it will ease the students in understanding matery related to the presentation matery such as palm oil subject. By increasing students speaking skills students will be easier in English learning process; it also benefits them when they are graduated. It will be more meaningful when students get involve actively, they will retain more course content for a longer time, and are able to apply that material in a broader range of context. Furthermore, to improve speaking skill, we need many students' talking.

In relating to the explanation above, the researcher formulated the research problem: Can students speaking skills are improved by using presentation for students of Cultivation Program of Oil Palm polytechnic? The objective of this research was to prove whether or not students speaking skills be improved by using presentation for students in Cultivation Program of Politeknik kelapa Sawit Bekasi.

Research Methods

This study uses a descriptive qualitative. It Concerns with descriptions, qualities and observations (Swetnam, 2009: 128). This research will describe the implementation of presentation in class to improve students' speaking skills. The source of data in this research is devided into two; primary and secondary data. Primary data obtained from interview results, and then secondary data are obtained from related literature and documents. The informants of this research are third semester students in Cultivation Program of Politeknik Kelapa Sawit Bekasi. The researcher recorded all activities related to the focus of research as the data to answer the research question.

Results and Discussion

Presentation to Improve Speaking Skills

The mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they have felt and improved in their spoken language proficiency. Speaking is one of the basic language skills that have to be mastered by English

foreign learners due to its significant and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel (Garg & Gautam, 2015).

The objectives of teaching speaking in Cultivation Program Student of Politeknik Kelapa Sawit Bekasi is to improve students' understanding of the English language skill and English is as a means of communication and to enable the students to be active in practising English. The communicative approach is deemed a success if students can express their meaning confidently and clearly. However, the fact is many students have difficulties in speaking because they are not used to practising it. To solve the problem, the lecturer gives students task for doing presentation. Unlike English learning in general, which only revolves around memorizing grammar and vocabulary which makes students feel less enthusiastic and also makes students less practice. While good language mastery will be achieved if students do a lot of practice. The practice of presentation will make students actively involved in speaking activities.

The presentation is individual presentation. Each student is given role to speak in certain range of time. Based on the interview results the researcher obtained information that before presentation, lecturer give students a moment of time to prepare their presentation. Giving the students much time to prepare their project can be useful to create a better result.

Students need all the time that teacher give them in the preparation of a presentation in order to increase their understanding about the topic. They need to be able to present and explain the content to their classmate. If students prepare their topic with a good way, this will help them to answer all the questions that their teacher or classmates ask them. In addition, if students are working in-group, they will need to plan. Effective presentations achieve their objective and usually bring some benefit and learning to all the people Involve them whether presenters, audience or tutors. In addition, sometimes if students learn new things in a given lecture. After a period, they try to remember it, but they cannot, in contrast students can easily remember it if they learn it in from a presentation.

In doing the presentation, the lecturer commands the students to use technology, in this case it the students use Power Point Presentation (PPT). The lecturer gives students task of presentation a week before so that the students can prepare themselves well. The lecturer emphasizes that practicing

presentation is essential. It is at this stage of the process that students will figure out word and phrase emphasis and the timing of sections and overall presentation. The lecturer helps students to prepare the presentation by giving them some tips; record presentation and review it in order to make the student know how they sound and appear to their audience. In this case the students will notice that maybe they are pausing awkwardly, talking too fast, or using distracting gestures.

Then, the lecturer also suggests students to consider using different colored highlighters to remind when to pause, when to emphasize a particular point, when the slide change on PowerPoint. The lecturer advises students to do pair practice. Practice in front of peers and elicit feedback. Ask the peers to comment on delivery and content. What aspects work well to convey the information and argument of the presentation, and what aspects are not working as well as they could. Also, perhaps there are moments in the presentation in which the peers become confused, bored, or distracted. The lecturer emphasizes the importance of practices, that the more practice, the more comfortable they will become with the material. As a result of repeated practice, they will appear far more polished and professional while delivering their presentation.

In addition, the material of presentation is English material which then associated with palm oil material which is a crucial subject for students in Cultivation Program of Politeknik kelapa Sawit Bekasi. In doing the presentation, each student is given 5 minutes to speak after that there will be questions sessions. In doing the presentation in class, lecturer encourages students to make good presentation by using good communication techniques so that other students can understand the material presented. The good communication technique is included in the important assessment points.

In the process of learning English, especially speaking, lecturer always gives students the task to make presentation. This is so that students are accustomed to speak English which later will help them after graduating either as additional competence or to facilitate students in getting jobs. Some students feel that English lessons are a hard and tedious lesson because they have to memorize a lot of vocabulary and lots of grammar while they never practice it in their daily lives so they easily forget what they have learned.

In addition, some students feel that public speaking is a tense, difficult thing, and not everyone can do public speaking. Most students feel less capable and lack confidence in public speaking to many people to convey their ideas. So, initially students feel anxious about the presentation assignments given by the

lecturer because they are not used to speaking in public especially using English and anxiousness can not make an English presentation. However, lecturers give them enough time to prepare presentation material and assist them in making preparations so that they can make presentation well.

At the beginning of the presentation assignment, students' speaking ability is still very limited. But when the presentation assignments went on for quite a long time, students were getting used to the presentation of English and they were also more used to doing public speaking. After the presentation assignment, students felt that their speaking skills had improved and had become better than before. Some of those who were originally very difficult in speaking and often stammered during the presentation, slowly began to speak fluently. Students felt that the presentation had a positive impact on them and they were satisfied with the application to improve their speaking skills. They feel easy in speaking and their insights also increase because each presentation material is related to oil palm which later after they pass that insight will be very useful in their work world. Later, after they graduated, many domestic and foreign oil palm companies will conduct recruitment, so that insight into oil palm is very important.

Conclusion

Based on the results and discussion above, it can conclude that presentation can improve student's speaking skill for students in Cultivation program of Politeknik Kelapa Sawit Bekasi.

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