DEVELOPING STUDENTS' SPEAKING ABILITY THROUGH POWERPOINT PRESENTATION

[1]Imam Fauzi [2]Dian Hanifah

Serang Raya University; SMK Kesehatan Husada Pratama

[1]*imam_unyur@yahoo.com* [2]*dianhanifah21@gmail.com*

Abstract: *This research aimed to improve active learning through students' PowerPoint presentations in the first grade students of nursing class of Private Vocational High School Serang City 2015/2016 academic year. The method used was Classroom Action Research which consists of planning, acting, observing, and reflecting. The study was carried out in three cycles and the data of this study was gathered through: (1) Student' presentations, (2) observations, and (3) students computer use survey. The results showed that there was improvement of active learning in the teaching and learning process of nursing class students. In the first cycle, 62,5% of 32 students performed their presentation poorly. Some causes, students were not familiar to practice oral presentation in English, 25% did their presentation satisfactorily and only 12,5% of them performed pretty good presentation in the classroom. After intensive classroom and practices, in cycle II explained that 40,63% students did their presentation poorly. 33,3% could present their topics satisfactorily and 28,13% students performed much better and some of them did their presentation with their better way. Cycle III revealed clearly that students speaking skills were getting better after they were given additional time for much practices on how to deliver a good presentation and operate computer program. It can be seen 21,8% students performed satisfactorily, 40,6% students presented their good performance, and 37,5% did their best performances in delivering English presentation.*

Keywords: *Students' speaking ability, Classroom Action Research, Powerpoint Presentation.*

INTRODUCTION

Technology is the product of human being that can be helpful to enhance education, especially in the EFL learning and teaching processes. In other words technology is one of the tools that can be applied effectively in learning activities and encourage motivation. PowerPoint is a software in the computer program that has some interesting features and can facilitate students to be involved in learning process with their own preferred ways. PowerPoint is a term frequently heard and discussed among educational technologists. This computer software allows students to integrate text, video, animation, audio, graphics, and test resources to develop effective presentations on an affordable desktop computer. In terms of the computer software usage in language classroom, visual aids can be a helpful tool in the language classroom as Mannan (2005) as cited in Maria points out they help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Using computers and every kind of technological equipment may give students the sense of freedom and encouragement.

One of the objectives of English curriculum in most non English speaking countries, including Indonesia, is to make students able to communicate in English with people around the world. One of the communication forms is giving presentation. However, in the Indonesian context, there seems to be some problems arising in the language classroom regarding presentation skills. The first problem is students still lack vocabulary and English grammar to improve an oral English presentation. Second, they have less confidence in performing an English presentation. Third, many schools still have not enough technological materials such as computer, language lab, English learning software, and LCD or projectors that can upgrade students learning activities. Finally, there seems to be a lack of highly qualified human resources in teaching presentation skills in the Indonesian EFL context. This study, therefore, focused on the use of powerpoint presentation in improving students speaking ability. The following two questions were posed in this study:

1. How is the process of teaching speaking through PowerPoint presentation?
2. How is the improvement of students speaking skill ability through PowerPoint presentation?

1.1 PowerPoint in the Language Classroom

The use of technology in education has created a significant impact on the development of learning instruction and the methods of communicating information to learners. Zouar (2015) revealed in the research about the students perceive the use of PowerPoint in the English class, the vast majority of students exposed positive attitudes towards the use of PowerPoint in the EFL classroom. 80% of students feel excited when PowerPoint is used. 70% of respondents stand the chance to participate more when PowerPoint is used. Nevertheless, 60 % claimed that interaction with the teacher fades away because of PowerPoint usage. Regarding students' learning, a good number of students agreed strongly that PowerPoint helped them to learn the English skills. Those ideas can be inferred that powerpoint is the learning tool which can be effectively applied to encourage the motivation and interest of students in the EFL learning process. It can give benefits for learners because it can provide some attractive features, engage them in interactive learning atmosphere, and let them feel free to learn with their own ways. Besides, it is believed that powerpoint presentation can increase the learning and teaching processes to be more interesting, innovative and actively involve students' participation.

In line with the effectiveness of powerpoint usage in the EFL learning processes, Gardner and Aleksejuniene (2011) also explored the effectiveness of applying cognitive learning theories for teaching using technology. Overall, PowerPoint presentations were considered to be effective communication methods, especially if the presenter talks about the image while it is still on the screen and if the presenter uses a tablet to indicate the areas as he/she talks about them. The survey showed that 95% of the participants preferred a multimedia mode of communication in a large group learning setting because it allowed

them to make connections and have a better grasp of clinically relevant dentistry.

Furthermore, Anggraini (2010) conducted her study with regard to the application of technology in classroom. The study revealed that students who applied PowerPoint presentation improved their speaking skill. PowerPoint presentation is a computer-software program that facilitates learners to learn creatively and interactively. The findings of the study showed that before implementing English program and applying PowerPoint presentation as teaching and learning technique, there were 25 out of 37 participants (68%) who performed %fair presentation skill, while 12 participants (32%) were categorized as 'poor'. After they were given a model of an effective presentation skill, the results indicated that there were 20 participants (54%) whose performance was categorized as 'very good' and 17 participants (46%) performed a good presentation skill.

Based on the previous studies, the present study mainly concerned with the application of powerpoint presentation to encourage students speaking skill. Besides this, it also investigated whether there is a significant improvement of students' performance in oral presentation by applying powerpoint presentation as an innovative approach that can be used in the language teaching-learning processes. The findings of this study are expected to give more understanding regarding the use of powerpoint in promoting students' speaking skills and give practical know-how for (Indonesian) EFL practitioners interested in this field.

METHOD

2.1 Research Design

The study adopted action research and took place at Vocational High Private School in Serang, Banten. There were two majors in this school: nursing and pharmacy. 32 students majoring in nursing class participated in this study and 10 students are asked to asnwer the given students computer use survey.

This study conducted several stages. The first stage was planning. In the planning, the researcher obtained consent from the school principal to conduct action research. Then observation and interview were done to find out the condition of learning process. Finally, the researcher set the evaluation instrument used to measure and assess the weaknesses and strengths in speaking. The next stage was cycle one. In this stage, the researcher set tasks and pattern concerning presentation practice before giving a presentation model and guidelines of how to do a good presentation for the purpose of developing speaking ability. The researcher also observed the activity focusing on how far the effectiveness of the first performance, evaluated the result of the practice, modified the medium or materials of study based on the previous evaluation and observation, and did reflection.

The cycle two, in this stage, students were given a presentation model and guidelines by applying powerpoint presentation before they delivered presentation. Peer observer was adopted to help the researcher measure the students' performance. Observation and evaluation were conducted to see the effectiveness of the instruction and the students' achievement. Finally the researcher did reflection to find out what was still lack in this stage. In the stage of cycle three, the researcher collaborated with a peer observer to assess the progress of students' speaking skill. In this stage, students gave the third presentation using powerpoint presentation. The activity was observed and evaluated to see the effectiveness of this activity and to know the difficulties of using this medium.

2.2 Data Collecting Method

Four methods to collect the data were adopted in this study: observation, presentation assessment form, and students computer use survey. Regarding observation, the researcher attempted to find out how students speaking skill improved accompanied by co-researcher as the English school teacher. Since this study required students to give English presentation, their presentation was assessed; therefore, presentation

assessment form was used to measure the improvement of students speaking performances. Finally, interview was used to find out what students felt regarding the activity. Only ten students were surveyed as samples.

FINDINGS

The research findings answered the formulated research questions namely; firstly how is the process of teaching speaking through PowerPoint presentation and secondly how is the improvement of students speaking skill ability through PowerPoint presentation. Regarding with the students computer use survey, 10 students responded some questions as can be drawn in the following figure: question no 1 is the first grade students who participated in the study.

Figure 1. Students Computer Use Survey
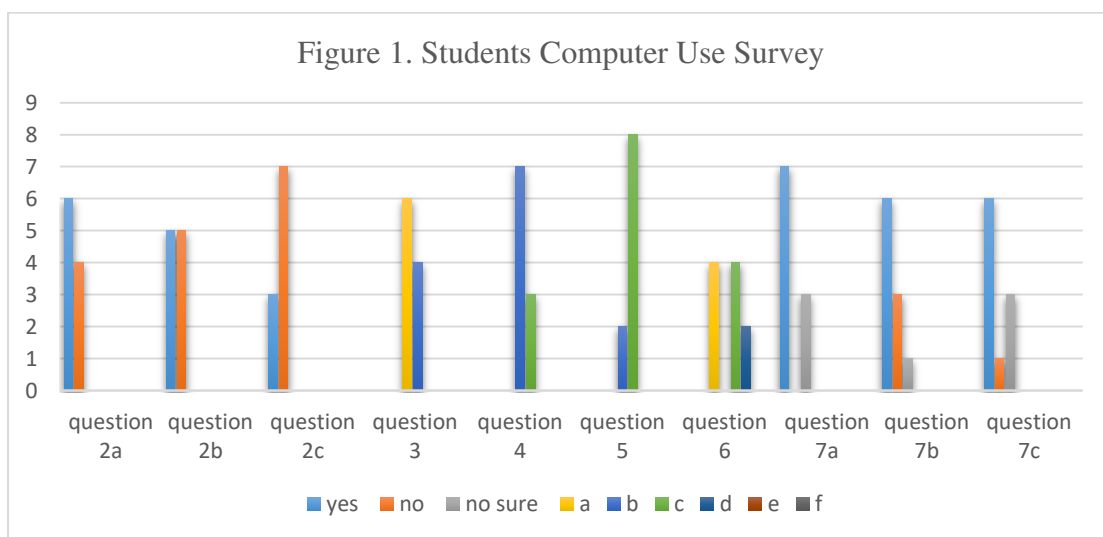
The findings of students survey about the computer use that they mostly stated the computer use in the language learning and teaching activities was very needed because this tool can provide them more creative and attractive ways of learning. Most of students stated that they were highly interested in powerpoint software as one of the computer features that enables them to practice their speaking skill through powerpoint

presentation activity. It can be seen that students answered about the use of computer in the classroom will be able to create more creative and attractive language classroom situation.

With regard to the process of teaching speaking through powerpoint presentation the researcher did some procedural stages: In cycle I, the researcher worked on the lesson plan for English subject in speaking section, design assessment form and observation sheet. The researcher collaborated with a peer observer during the research so that the research can give expected findings. In this phase the action consisted of two meeting, that is first and second meeting. The first meeting, began with the introduction of the writer to the students, and the students also introduced themselves to the writer, the purposed of the writer teaching in the classroom, and discussed about the difficulties in speaking section. In this meeting the writer focused on give the material that will be presented by students. Then the writer divided the students into several groups, each of group consisted of five or six students. The writer gave students some materials to be presented with their group. In the second meeting, the process of teaching and learning speaking by using PowerPoint presentation began. The researcher start the observation from the first until second meeting of every cycle I. in this phase the researcher observed the students activity.

DISCUSSION

In cycle I students presented with their groups in front of the class. Each group performs just ten minutes. After they are performing in front of the class, there is season of question and answer. And the researcher saw and assessed their performance. From the result of the assessment in the first cycle, the writer found 62,5% of 32 students performed presentation poorly, they were not familiar to practice presentation in English orally, then 25% of 32 students performed presentation satisfactorily, some of them did not deliver their presentation in English, and some of them still used their native language, and 12,5% of 32 students did the third items of assessment from goodly. Based on the data of the observation and the result of the test, the writer assumed that the learning process of speaking by using PowerPoint presentation at ten grade of private

vocational school was still not effective. The writer assumed that there are several factors which influenced the learning process, such as the students still lacks of vocabulary, lack of motivation, they were not familiar to practice presentation in English orally and still not confident to speak English. Therefore the writer planned to conducted second cycle.

In second cycle the researcher not change the group members, this is conducted in order to make all the students do not perform the new process of interaction with their friends in order not awkward. Then the researcher explained the material about how the good presentation, such as the preparation before presentation, and practice the presentation using PowerPoint. Then students to be more interest in learning speaking, and explained the importance of ability in speaking English.

In this meeting, the researcher explained about presentation, first the researcher gave example of advisable stages in presentation, by gave a way how starting, discussing, linking the parts of presentation, and closing in presentation. This was taken in order to make student interest and understood how the good presentation. Next, the researcher gave the simple materials with tenses, such as simple present tense, present continuous tense, simple past tense, past continuous tense, and simple future tense for the next presentation.

This process described about the students performs of English presentation after they are given additional time and treatment. And they perform with their group in front of the class. Cycle II students presented with their groups in front of the class. They presented different topics. And the researcher saw and assessed their performance. Having observed the activity, the researcher conclude that the result of assessment were 40,63% of 32 students did their presentation poorly, some of them that pronouncing words of English is a little difficult, while 33,3% students could present satisfactorily, it is what they reported on their responses of questions that they are getting interested in learning tenses, because they thought that without understanding English tenses they could not speak English. 28,13% of 32 students performed better. The activity in cycle II has shown the result of students skill in oral

presentation with their better performances. Their presentations looked attractive and active than before.

Cycle III students presented with their groups in front of the class. Each groups perform just ten minutes. After they perform in front of the class, there is season of question and answer. And the researcher saw and assessed their performance. In cycle III students visible accustomed to speaking English in front of the class, and the students have self confidence to speak English in front of the class.

Having observed the activity, the researcher inferred that the developing of the students which fluency were observed well due to their ability in presenting their slides well and sequent talks, appropriate answer for each question, and their familiarity and improvements with the expressions of delivering presentation orally. The result of the assessment was there was 21,8% of them did their performance satisfactorily, meaning that most of them had improved their skills through powerpoint presentation and their efforts to practice presentation hardly. It was proven that there 40,6% students did their presentation goodly and 37,5% of 32 students did their best performance in delivering their presentation. It means that they capable to explain and give their information or ideas, they are able to present their information in logical and interesting sequence, they are getting much better in designing their slides of PowerPoint integrated with interesting multimedia such as: animations, picture, sounds, etc. They did effectively their presentations, because they were trained to do oral presentation. In the activity of cycle III has descriptively elaborated that the students are getting interested in learning and motivated to practice more presentations orally.

Related to the second question of research, it can be clearly found that the improvement of students speaking skill is getting much better and students are actively engaged in the EFL learning and teaching process through powerpoint presentation. The findings have proven that the Students skills are getting developed. They could deliver their presentation with their own ways, more interactive, and they mostly did their excellent result. To draw the progress of students skills by

performing oral presentation as the speaking activity and applying powerpoint presentation as the learning software in the computer. Based on the data which took from the assessment in cycle I, cycle II, and Cycle III the researcher would interpret the data as the following table:

Table I

The Result of Evaluation in Cycle I and II, and III

	Cycle I	*Cycle II*	*Cycle III*
Poorly	62,5%	40,63%	
Satisfactory	25%	33,3%	21,8%
Good	12,5%	28,13%	40,6%
Very good			37,5%

From the data of the table above, the writer assumed that the speaking ability from the cycle I has revealed that the students still had some problems to do English presentation orally, because they were not so familiar with the activity of oral presentation in the classroom. The result of the assessment has been analyzed that most of them performed their oral presentation poorly. Some reasons found that the oral presentation is the new activity that they had in English classroom, the students could not design their own slides of PowerPoint beautifully, still used their native language in the language process of learning.

Cycle II has elaborated that the PowerPoint presentation which is integrated with multimedia has significantly impacted the students way of learning the language. In this cycle reported that they were getting interested in learning and improving their language skills. With the help of powerpoint in the computer program, students are capable of delivering their topics attractively and innovatively. And they have some

practices or exposures in order to perform a better presentation. Then they are got better presentation in cycle II.

Cycle III has resulted that the students speaking skills is getting better and improved. It is described that the students could deliver their work more interactive and mostly they did their oral presentation with their best performance.

CONCLUSION

After taking observation in learning Speaking by using PowerPoint Presentation, the researcher knows that PowerPoint Presentation can be an effective method in teaching speaking in the classroom. This method is effective because involving all the students to participate in learning process, all the group members are have the chance which can explore student to enrich their experience in speaking learning process.

Based on the explanation above, there are some conclusions as follow: First, based on the data in of the result of the test, the writer concludes that PowerPoint presentation can improve the students speaking ability. The second, based on the observation during the implementation of PowerPoint presentation in process of learning process of speaking section, the writer conclude that the application of PowerPoint presentation for the students of first grade vocational high school medical science are success.

In the first cycle, 62,5% of 32 students performed their presentation poorly. there might be caused they were not familiar to practice oral presentation in English while 25% of 32 students did their presentation satisfactory and only 12,5% of them performed pretty good presentation in the classroom. those problems appeared have to be resolved in cycle II, the results of assessment in cycle II explained that 40,63% students did their presentation poorly. it is getting better than before, 33,3% students could present their topics satisfactorily and 28,13% students performed much better and some of them did their presentation with their better way.

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The result of cycle III has proven clearly that the application of PowerPoint presentation with the integration of media in computer program can engage Students interest in learning, motivate them to practice presentation orally and improve their speaking skills. It is proven that students speaking skills are getting better after they are given additional time for much practices and exercises on how to deliver a good presentation. It can be seen 21,8% students performed satisfactorily, 40,6% students presented their good performance, and 37,5% students did their best performances in delivering English presentation in their classroom.

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