THE EFFECTIVENESS OF PRESENTATION TECHNIQUE TO ENHANCE STUDENTS' ENGLISH SPEAKING ABILITY IN GRADE VII AT THE MTS AL ISTIQOMAH TELAGAWARU IN ACADEMIC YEAR 2022/2023

by

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STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
2022/2023

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Thesis
Presented as partial requirements at State Islamic University of Mataram for the attainment of the Sarjana Degree in English Education Department

by
Hana Amelia Sadasela
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FACULTY OF EDUCATION AND TEACHER TRAINING
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i

This Thesis conducted by Hana Amelia Sadasela, NIM. 190107015 entitled "The Effectiveness of Presentation Technique to Enhance Students' English Speaking Ability in Grade VII at the MTs Al Istiqomah Telagawaru in Academic Year 2022/2023" has been approved by the advisors as the requirement for the Sarjana Degree in Study Program of English Language Education.

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Mataram, 01 September 2023

Subject: Thesis Examination (Munaqasyah)

The Honorable
The Dean of Education and Teacher Training Faculty
in Mataram

Assalamu'alaikum, Wr. Wb.

Delivered with respectably, this thesis has been got guidance, correction, and suggestion, we admit this thesis of:

Name : Hana Amelia Sadasela
Student Number : 190107015
Study program : English Language Education
Title : "The Effectiveness of Presentation Technique to Enhance Students' English Speaking Ability at the MTs Al Istiqomah Telagawaru in Academic Year 2022/2023"

it has been required to be examined at Faculty of Education and Teacher Training, State Islamic University of Mataram. Therefore, we hope this thesis will be examined immediatley.

Wassalamuu'alaikum, Wr. Wb.

Advisor I,

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STATEMENT OF THE THESIS AUTHENTICITY

The undersigned below:

Name   : Hana Amelia Sadasela
Reg. Number : 190107015
Study Program : English Language Education
Faculty   : Education and Teacher Training

state that the thesis entitled "The Effectiveness of Presentation Technique to Enhance Students' English Speaking Ability in Grade VII at the MTs Al Istiqomah Telagawaru in Academic Year 2022/2023" these are the results of my own research/work, except for the parts where the sources are cited. If I am proven to have plagiarized of someone's writing work, I am ready to accept the sanctions set by the institution.

Mataram,   2023

Stated by,

Hana Amelia Sadasela

THESIS RATIFICATION

Thesis conducted by Ilana Amelia Sadasela, Student's Number: 190007015 entitled "The Effectiveness of Presentation Technique to Enhance Students' English Speaking Ability in Grade VII at the MTs Al Istiqomah Telagawaru in Academic Year 2022/2023" has been approved by the board examiners in Study Program of English Language Education, Faculty of Education and Teacher Training, State Islamic University of Mataram on 19 October 2023

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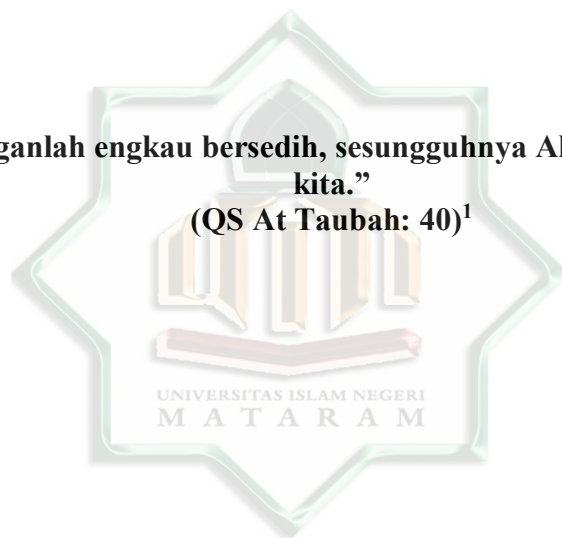(Examiner I)

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MOTTO

"Janganlah engkau bersedih, sesungguhnya Allah bersama kita."
(QS At Taubah: 40)[1]

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[1] QS. At Taubah [9]: 40. Al-Hadi, *Al Qur'an dan Terjemahannya* (Jakarta: Penerbit Maktabah Al-Fatih, 2015), p. 193.

DEDICATION

"This thesis is dedicated to: My beloved parents, Siti Mardiana and Zaenudin, S. Pd. My one and only brother, Azzikri Azizi.. All of my teachers and lectures, and My Almamater, UIN Mataram."

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9. For my one and only brother, Azzikri Azizi. He is my support system and my mood booster.

10. All of my extended family that can not mention one by one.
11. My preciouse best friends Nisa and Elin for their motivation, support, and prayers.
12. My entire classmate of English Language Education. Best regards to them all.
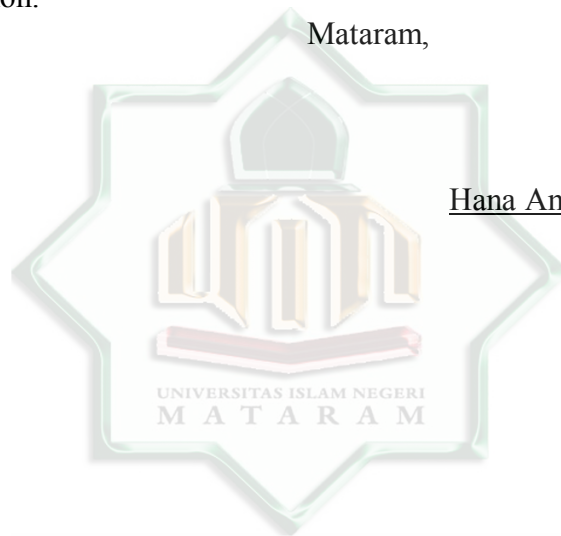
Finally, I come to the conclusion that this thesis is far from perfect. This thesis should be beneficial to everyone who needs further information and sources for the goal and advancement of education.

<div align="center">

Mataram,   2023

Researcher,

<u>Hana Amelia Sadasela</u>

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THE EFFECTIVENESS OF PRESENTATION TECHNIQUE TO ENHANCE STUDENTS' ENGLISH SPEAKING ABILITY IN GRADE VII AT THE MTS AL ISTIQOMAH TELAGAWARU IN ACADEMIC YEAR 2022/2023

**By**

Hana Amelia Sadasela
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ABSTRACT

This study aims to find out whether presentation technique has an effect or not to enhance students speaking ability. This study used quantitative research, with a pre-experimental type, and one group pre-test-post-test design. The population in this study were students in grade VII at the MTs Al Istiqomah Telagawaru academic year 2022/2023. The sample taken is the total population, namely 34 students of class VII. The instrument used to obtain data was a presentation test using image media which consisted of 5 assessment aspects, namely fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies. The data obtained are data from the normality test, validity test which is calculated using the Pearson Product Moment correlation, and hypothesis testing using the Paired Sample T-test. The data were obtained after being analyzed using Ms Excel and SPSS version 24.

Based on the calculation results, students speaking ability were increase from 33 (pre test) to 52 (post test). The sig value is obtained. of 0.000 in the normality test using the Mann Whitney test, where in the criteria for using the Mann Whitney type, if Sig.

< 0.05, then the test is normally distributed. Meanwhile, in the validity test the sig. < 0.05, for the pre-test and post-test it is 0.000 in each aspect. So, it can be said that the instruments are valid. Furthermore, in the t-test calculation results using the Paired Sample t-test, the sig value was obtained. is 0,000 < 5%.

So, it can be concluded that there is an influence in using presentation techniques in improving the speaking skills of class VII students at MTs Al Istiqomah Telagawaru for the 2022/2023 academic year. More specifically, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted.

Keywords: Presentation Technique, Speaking Ability.
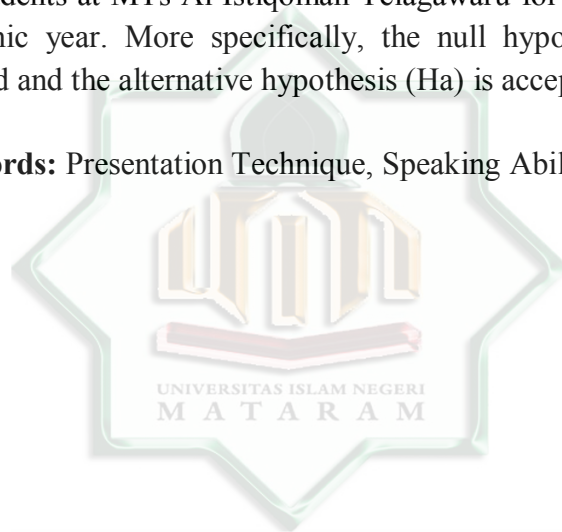
KEEFEKTIFAN TEKNIK PRESENTASI DALAM MENINGKATKAN KETERAMPILAN BERBICARA BAHASA INGGRIS SISWA KELAS VII DI MTS AL ISTIQOMAH TELAGAWARU TAHUN AJARAN 2022/2023

Oleh

<u>Hana Amelia Sadasela</u>
190107015

ABSTRAK

Penelitian ini bertujuan untuk menemukan ada atau tidaknya pengaruh teknik presentasi dalam meningkatkan kemampuan berbicara siswa. Penelitian ini menggunakan penelitian kuantitatif, dengan pendekatan pre-eksperimental, dan desain one group pre-test-post-test. Populasi pada penelitian ini adalah siswa kelas VII di MTs Al Istiqomah Telagawaru., tahun ajaran 2022/2023. Sample yang diambil adalah total populasi, yaitu 34 siswa kelas VII. Instrument yang digunakan untuk memperoleh data adalah test Presentasi menggunakan media gambar yang terdiri dari 5 aspek penilaian, yaitu fluency, pronunciation, vocabulary, grammatical accuracy dan interactional strategies. Data yang diperoleh adalah data dari test normalitas, test validitas yang dihitung menggunakan korelasi Pearson Product Moment, dan uji hipotesis yang menggunakan Paired Sample T-test. Data diperoleh setelah dianalisis menggunakan Ms Excel dan SPSS versi 24.

Berdasarkan hasil perhitungan, didapatkan nilai siswa meningkat, dari rata-rata 33 (pre test) ke 52 (post test), juga diketahui nilai sig. sebesar 0.000 pada uji normalitas test menggunakan Mann Whitney test, dimana dalam criteria

penggunaan uji Mann Whitney, jika Sig. < 0.05, maka test berdistribusi normal.. Sedangkan dalam test validitas, uji pre-test dan post-test, didapatkan nilai sig. < 0.05, dimana nilai sig. untuk pre-test dan post-test sebesar 0.000 dalam setiap aspek. Maka, dapat dikatakan bahwa instruments valid. Selanjutnya, dalam hasil perhitungan t-test menggunakan Paired Sample t-test, didapatkan hasil nilai sig. nya sebesar 0.000 < 5%.

Maka, dapat disimpulkan bahwa adanya pengaruh dalam pennggunaan teknik presentasi dalam meningkatkan kemampuan berbicara siswa kelas VII di MTs Al Istiqomah Telagawaru tahun ajaran 2022/2023. Lebih jelasnya, null hipotesis (H0) ditolak dan alternative hipotesis (Ha) diterima.

Kata Kunci : Teknik Presentasi, Kemampuan Berbicara.

فاعلية تقنية العرض في تحسين قدرة التحدث باللغة الإنجليزية لدى طلاب الصف السابع في المدرسة المتوسطة الاستقامة تيلاجوارو في العام الدراسي 2022/2023

بواسطة

هناء أميليا ساداسيلا
190107015

خلاصة

تهدف هذه الدراسة إلى معرفة ما إذا كان لأسلوب العرض تأثير أم لا في تعزيز القدرة على التحدث لدى الطلاب. استخدمت هذه الدراسة البحث الكمي، من النوع القبلي التجريبي، وتصميم المجموعة الواحدة قبل الاختبار وبعد الاختبار. كان مجتمع الدراسة في هذه الدراسة طلابًا في الصف السابع في مدرسة الاستقامة تيلاجوارو المتوسطة للعام الدراسي 2022/2023. والعينة التي تم أخذها هي إجمالي عدد السكان وهم 34 طالباً من طلاب الصف السابع. وكانت الأداة المستخدمة للحصول على البيانات عبارة عن اختبار العرض باستخدام وسائط الصورة والذي يتكون من 5 جوانب تقييم، وهي الطلاقة والنطق والمفردات والدقة النحوية واستراتيجيات التفاعل. البيانات التي تم الحصول عليها هي بيانات من اختبار الحالة الطبيعية، واختبار الصلاحية الذي يتم حسابه باستخدام ارتباط بيرسون منتج لحظة، واختبار الفرضيات باستخدام اختبار T للعينة المقترنة. تم الحصول على البيانات بعد تحليلها باستخدام برنامج Ms Excel و SPSS الإصدار 24.

وبناء على نتائج الحساب، زادت قدرة الطلاب على التحدث من 33 (اختبار قبلي) إلى 52 (اختبار بعدي). تم الحصول على قيمة sig. من 0.000 في اختبار الحالة الطبيعية باستخدام اختبار مان ويتني، حيث في معايير استخدام نوع مان ويتني، إذا كان 0.05> .Sig، ثم يتم توزيع الاختبار بشكل طبيعي. وفي الوقت نفسه، في اختبار الصلاحية سيج. 0.05<، للاختبار القبلي والاختبار البعدي 0.000 في كل جانب. لذا يمكن القول أن الأدوات صحيحة. علاوة على ذلك، في نتائج حساب اختبار t باستخدام اختبار t للعينة المقترنة، تم الحصول على قيمة sig. هو 0,000 > 5.%

لذا يمكن الاستنتاج أن هناك تأثير لاستخدام تقنيات العرض في تحسين مهارات التحدث لدى طلاب الصف السابع بالمدرسة المتوسطة الاستقامة تلاجاوارو للعام

الدراسي 2023/2022. وبشكل أكثر تحديدا، تم رفض الفرضية الصفرية **(H0)** وقبول الفرضية البديلة.**(Ha)**

الكلمات المفتاحية: تقنية العرض، القدرة على التحدث.

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CHAPTER I

INTRODUCTION

A. Background of Study

The goals of learning process in language classes to learn a certain language. Understanding and using English as a tool for international communication is one of numerous goals of learning English as a foreign language. Students must begin learning English as a foreign language as soon as they enter or begin receiving instruction in junior high school (SMP).

The practice of English as a language is necessary for communication. Additionally, English is referred to as a global or international language, which makes it crucial to be learnt. As it said, English is a global language that everyone used to communicate to each other, and in order to communicate we have to speak orally, so that the others could understand what we saying. Speaking is the process of communicating ideas and emotions verbally.

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According to Liando, Sahetapy, and Maru, in. Tawas et at, speaking ability is one of the four basic abilities that students should acquire successfully.[2] English has four basic abilities that students should be learn at school, they are reading, listening, writing and speaking ability. According to Derakhshan, Khalili, and Beheshti, speaking ability is the crucial basic ability for students to learn since in speaking ability they express their thought.[3] Speaking is a skill that should be cultivated by everyone as a part of daily life. The development of communication as well as the capacity to communicate are significantly influenced by one's capacity to talk. According to Yuli Trinisyawuri and Narius Don, speaking is a crucial ability for efficient communication.[4] The more practice students

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[2] Mellinia P. Tawas et at, *"The effectiveness of oral presentation technique for speaking skill to student at SMA Negeri 1 Kotamobagu",* Scientific Journal of Language and Arts, Vol. 1, No. 11 (2021).

[3] Lesni, Bau, et al. "*Improving Students' Speaking Skill Through Discussion Method at School,"* Kumpulan Artikel Pendidikan Anak Bangsa (Kapasa): Jurnal Pendidikan, Soasial dan Humaniora, Vol. 2, nomor 3 (2022), p. 189.

[4] Yulitrunisya W, Narius D, *"Using Pair Work Technique in Teaching Speaking at Junior High School",* Journal of English Language Teaching, Vol. 7, No. 1, 2018, p. 157-163.

get in speaking in front of an audience, the better their communication in English will be, and it is regarded as the most crucial part of learning a foreign language.

MTs AL Istiqomah Telagaaru is an Islamic school located in West Lombok. When the researcher conducted teaching practice and the first observation. the researcher found that the students struggles with learning English for the first time because it is a foreign language which is never been taught before. The English language proficiency of the students at the MTs Al Istiqomah Telagawaru is extremely low or nonexistent, particularly for students in grade VII. Few students are able to pick up on learning English quickly, and some are still unfamiliar with English. Students believe that English is very challenging and difficult, especially in speaking skill. Because, in English, the pronunciation is different from how its' written.

Students in grade VII at the MTs Al Istiqomah Telagawaru claimed that the boring teaching style of

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English was the reason why they were uninterested in the subject. Due to the repetitive nature of the learning process and the lack of variety in the classroom, teachers' explanations and instruction are occasionally unable to assist students in learning English. As a result, they are too tired and lazy to learn English. So, the teacher should find new methods to make the classroom more active and enjoyable.

Besides that, the drive of teachers to impart knowledge and understanding to students, as well as their capacity to use engaging teaching strategies, prevents students from becoming disinterested in speaking lessons and prevents them from achieving success in speaking ability. Teachers must be able to develop new learning innovations and grasp the educational media that are employed. As stated by Mogea in Tawas et at, "There are some factors in the teaching-learning process, which can influence the attainment of successful goals at school,".[5] In

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[5] *Ibid.*

order to achieve learning objectives, overcome the use of conventional methods, and make the teaching and learning process more engaging, it is important to choose the right and appropriate media.

. One of the techniques used in the learning process is presentation. The presentation technique can boast students' confidence when performing in front of the class without having to be humiliated when mispronouncing words, motivate students to speak in the classroom, and do questions and answers to each other. Barker said, "Presentation technique is kind of like a formal discussion, speaking to the group as a natural activity".[6] A presentation technique is a type of speaking action where thoughts are expressed using prepared information in front of the audiences. An oral presentation is one of the effective techniques in the process learning speaking skills. The presentation technique is an engaging way to teach people

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[6]*Ibid.*

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how to speak clearly and fluently to understand and speak English.[7]

Presentation is one of the effective techniques in the process learning speaking skills.[8] Presentation can help students become better speakers of the language. It is a tool since it is supplied orally. This instruction truly aids pupils in developing their learning in the subject more efficiently. A presentation is when a speaker uses spoken language to communicate material structured ideas and thought systematically explain the material.[9]

According to the description which stated above, the researcher is interested to study if the presentation technique has an effect or effective to improve speaking abilities in grade VII pupils at the Mts Al Istiqomah Telagawaru or not. In order to prevent students from losing

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[7] Pudjiono Sukoco, *"The Effectiveness of Presentation Method and Learning Skill Towards English Abilities for Eleventh Grade Students at Senior High Schools in East Lampung"*, Journal of English Language Teaching, Volume 5, Number 2, Desember 2017.

[8] Zaitun et al, *"Improving Students' Proficiency in Speaking English Through Oral Presentation"*, Jurnal Teknodik Vol. 18 - Nomor 3, Desember 2014.

[9] Pudjiono Sukoco, *the Effectiveness of …,* p. 133

interest in learning English, it is also intended that this research would serve as a resource for teachers and students in designing and varied classrooms.

B. Statement of Problem

Based on the background of study, the question can be stated as follow: How can the use of presentation technique effective to enhance students speaking ability in grade VII at the MTs Al Istiqomah Telagawaru?

C. Limitation of the Problem

The study is restricted to using the presentation technique to teach English. The language training resources include Descriptive Text, Simple Present Tense, Procedure Text and Expressing Opinion. The teaching materials for English are the basis for the resources.

D. Objective of the Problem

Based on the research question above, the objective of this study is to find out whether the use of presentation method effectives to enchance students' speaking skills or

not, especially in grade VII at the MTs Al Istiqomah Telagawaru.

E. The Significances of the Study

The significances that can be obtained from this research are:

1. Theoretical significance

   The theoretical significance of this study can be seen below:

   The results of this study are expected to be useful for teachers and students, especially in learning English in improving students' speaking skills.

2. Practical significances

   Beside the theoretical significance, the researcher is expected this study is able to give practical significance for English major in private or public university or institution, teachers, and school.

   a. It is expected that the result of this study can be used as input regarding methods for improving

students' English speaking skills for English majors.

b. This study is very useful for teachers to add references regarding methods to improve students' English speaking skill.

c. This study is expected to be useful for schools in order to streamline learning in the classroom by finding and using new methods and resources, as well as helping teachers to have references in teaching, so that during teaching and learning process, the class would not be boring.

F. Definition of Key Terms

1. Presentation

Presentation is defined as a communication strategy that can be used in a variety of speaking contexts, such as addressing a group, opening a meeting, or briefing a team.[10] It might be a broad phrase that includes additional speaking

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[10] Abulloh, *"Improving Speaking Skill Through Presentation Task at the First Year Students of Palm Oil Polytechnic Citra Widya Edukasi-Bekasi",* Journal Of English Language and Literature (JELL) Vol. 02, Number 01, March 2017.

engagements like giving a speech at a wedding or expressing a point in video meeting. In order to communicate their needs, thoughts, and opinions, students need a variety of opportunities to improve their language skills. Students (future specialists) must have communication abilities, regardless of whether they are required to give presentations.[11]

2. Speaking

One of the four fundamental skills in English is speaking skill, which is defined as the process of communicating and exchanging ideas and emotions verbally.[12] Students considered speaking skill is hard and difficult since the pronunciation and the written texts are different. Aside from that, Cameron in Alim et al claims that speaking skill is the active application of language to covey meaning so that other people can

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[11] *Ibid…,* p. 28.

[12] Puji Wahyuningsih, *"Increasing Students Speaking Ability in Oral Presentation by Using Callan Method at Seventh Grade of SMPN 14 Merangin Academic Year 2018/2019"*, (Article, STKIP YPM Bangko), Vol. 1, No. 2, November 2019.

understand them. It could also imply that language will
be regarded as communicative if people are able to
convey meanings clearly.[13]

CHAPTER II

THEORETICAL FRAMEWORK

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[13] Helmy Sahirul Alim et al, *"Improving Students Speaking Ability Through the Integrated English Lesson Method: Demonstrative Presentation"*, Inovish Journal, Vol. 3, No. 2, December 2018.

A. Review of Previous Research

Review of the previous research is a systematic explanation of information collected from the library in the form of journals, articles, as well as books related to the research. There are some studies that have been carried out in relation to this research by numerous researchers, and below are some linked previous research that researcher found and used as references in this research.

The first one is Zaitun and Mutiarani in the year of 2014, "Improving Students' Proficiency in Speaking English Through Oral Presentation".[14] According to the study's findings, students performed better on the post-test than they had on the pre-test in terms of both presentation substance and delivery style. The number of students who received marks'very good' (excellent) in the pre-test for pointsassessment of material content and material deliveryis 0%, while at the post-test, the numberstudents

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[14] Zaitun and Maharani, *"Improving Students' Proficiency in Speaking English Through Oral Presentation",* Jurnal Teknodik, Vol. 18 - Nomor 3, Desember 2014.

who get a grade of 'very good'(excellent) in the components of the material content are as many as 34% while for the material presentation component is as much as 70%The facts that the students' post-test scores were higher than their pre-test scores which demonstrates the effectiveness of the oral presentation strategy in helping students to speak English.

The differences between the previous research with this research can be seen in the year of the research. If the previous research was held in the year of 2014, then this research will be held in 2023. Besides that, the setting and the sample also different. In the previous research, the setting was in the Universitas Muhammadiyah Jakarta with its sample is college students, while in this research the setting will be in the MTs Al Istiqomah Telagawaru, and the sample is the junior high school students. Meanwhile, the similarities between the previous research with this research are both are using quantitative approach, with pre-

experimental research type, and with the pre-test and post-test design.

The next one is "The Effectiveness of Oral Presentation Technique for Speaking Skill to Students at SMA Negeri 1 Kotamobagu", Melliana P. Tawas, Sanerita T. Olii, and Tirza A. Kumayas in the year of 2021.[15] The results reveals that the post-test score is the highest (4.09) than the pre-test score (2.59). This finding would suggest that the oral presentation method is useful for improving students' speaking abilities in the second grade at SMA Negeri 1 Kotamobagu.

There are gap between the previous research with this research. Based on the year of the research, the sample, and the setting. If the previous research was held on 2021, then the previous research will be held in the 2023. As for the sample, it is clear that the previous research's sample were the senior high school students, while in this research

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[15] Mellinia P. Tawas et al, *"The Effectiveness of Oral Presentation Technique for Speaking Skill to Students at SMA Negeri 1 Kotamobagu",* Scientific Journal of Language and Arts, Vol 1 No. 11 (2021).

the sample are the junior high school students. And the setting is also in the difference place, in the previous research the setting is in the SMA Negeri 1 Kotamobagu, so in this research the setting will be in the MTs Al Istiqomah Telagawaru. While the resemblances of these two researchs are both are using quantitative approach, pre-experimental research, and the pre-test-post-test design.

The last one is "The Utilization of Presentation in Online Speaking Class", Ahzan Muhsri S., Muliati and Geminastiti Sakkir, in the year of 2022.[16] The findings indicated that using presentation related exercise helped students' speaking abilities significantly. The results can be seen from the mean score of pre-test 5.72 and the mean score of post-test 7.31, an improvement of 28% was shown. One could draw the conclusion that using presentation exercise in online classes can enhance students' speaking abilities.

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[16] Ahzan Musri S et al, *"The Utilization of Presentation Activities in Online Speaking Class",* Journal of Technology in Language Pedagogy (JTechLP) Vol. 1, No. 2, (2022), hal. 172 – 184.

The distinction of previous research with this research can be seen in the year, setting and sample of the research. If the year of the previous research was in 2022, then this research will be held in 2023 with different sample of the research. The sample of previous research was students in the eleventh grade, while in this research the sample is the junior high school students. Also, the difference can be seen in the setting of the research. In the previous research, the setting is in the SMA Negeri 4 Sidrap, whereas in this research the setting is in the MTs Al Istiqomah Telagawaru. Besides the differences, there are also the similarities of these two researchs. They are both using pre experimental study, with pre-test-post-test design.

From the Review of the Previous Researchs above, it can be concluded that the similarities from the previous studies with this study is to find out whether the presentation method effective or not in improving students'

speaking skills, also the use of quantitative as the research approach, pre experimental study and the pre-test-post-test as their similarities. While the differences of these studies can be seen in their age gap of the research. This study differs from the previous studies in a significant way. For instance, the research's year, the sample and even the setting also differenced. This is how this study differs from the previous studies in that regard.

B. Theoretical Framework

1. The concept of speaking skills

a. The definition of speaking skills.

1) Speaking

It indicates that two or more individuals are involved in this activity, and as both listeners and speakers are required to respond quickly to what they hear and contribute, each participant has an intention or set of intentions. Therefore, the English instructor should encourage speaking among the students by including communicative language

exercises in the classroom and then giving them plenty of opportunity to practice speaking.

Nunan in Lilik Nurbaidah, Speaking is an extremely complex talent that involves vocabulary, syntax, pronunciation, fluency, the capacity to acquire speech skills, and even non-verbal abilities. [17] According to Thirty, Cornbleet and Carter in Pawlak et al. define speaking as the process of integrating sounds in a known and orderly manner in line with the unique rules of language to produce speech that is meaningful.[18]

Speaking is an interactive activity where speakers strive to create meaning through the production, reception, and processing of information, claims Bailey. The researcher draws the conclusion that speaking is crucial for interpersonal communication since it serves as a

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[17] Lilik Nurbaidah, *"Improving The Students' Speaking Skills By Using Talking Stick Strategy Among The Eight Grade Of SMP N 4 Sekampung East Lampung",* (An Undergraduate Thesis, FTK, IAIN Metro, 2019), p. 9
[18] *Ibid*

medium for conveying ideas, opinions, emotions, and feelings.

In short, speaking is one of the four important skills in English. Speaking is considered as the toughest skills when studying English, as for the beginners.

2) Ability

The adjective "able"—which has a similar meaning to "can"—is the source of the word "ability." According to Hasan, aptitude is the capacity to perform something well. [19] Ability displays a capacity for quality performance. Currently, talent needs training and instruction so that a performance can done in the future. The success of a project is determined by talent and competence. students. A student who is thought to have a talent for chemistry to achieve the goal.

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[19] Chalijah Hasan, *Dimensi-Dimensi Psikologi Pendidikan*, (Surabaya: Al-Ikhlas, 1995), 63.

Therefore, the greatest success results from talent and capability of a person.

The ability is the skill or competence according to the definition given above. An ability to do something well is a skill. Skill entails having and using specific knowledge, procedures, or behavioral patterns that result in a particular performance. But something needs to include action in order to qualify as a skill.

b. Function of speaking

According to Bailey, there are three functions of speaking. they are Talk as Interaction, Talk as Transaction and Talk as Performance.[20]

1) Talk as Interaction

Our daily communication still involves human interaction. This describes our talk as what we said. It is a spontaneous interactive form of communication between two or more people. This relates to the

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[20] Bailey, *"New ways in Teaching Speaking",* p. 54-56, 201.

methods used to spread his message to others. As a
result, individuals must speak to others in order to
communicate. This function's primary goal is to foster
social relationships.

2) Talk as transaction

The focus of a conversation as a whole is primarily
on getting our point through clearly and precisely to
the other person. Students and teachers typically
concentrate on meaning or talking what they
understand while using this sort of spoken language.

3) Talk as performance

Speaking in this situation focuses more on
monolog than dialog. Speaking as a performance
took place during speeches, public talks,
announcements, retelling stories, and other
situations.

Eventually, speaking has a lot of functions.
However, according to the explanation above, the
researcher just stated the three of it. They are

talking as interaction, talking as transaction, and talking as performance.

c. The kinds of speaking

According to Brown HD, there are five kinds of speaking, they are Imitative, Intensive, Responsive, Interactive and Extensive.[21]

1) Imitative.

The ability to just repeat back (imitate) a word, phrase, or possibly a sentence is at one end of a continuum of sorts of speaking performance. Despite this oral production's solely phonetic level, a number of prosodic, lexical, and The criterion performance may take language grammatical characteristics into account.

2) Intensive.

The creation of brief vocal passages intended to show mastery of a specific range of

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[21] Riadil,, Ikarar Genida, *"Does Oral Presentation Affect the Development of the Student' Ability to Speak in EFL Classroom",* Social Sciences, Humanities and Education Journal (SHE Journal), Vol. 1, no. 3, 2020, p. 13-21.

grammatical, phrasal, lexical, or phonological links.

3) Responsive.

Response involves engagement and understanding testing, but only to a limited extent that only involves brief exchanges of greetings and light talk, as well as straightforward requests and comments. This is a type of brief response that provides instructions and guidance in response to queries or comments raised by the teacher or a pupil. Those typically, responses are relevant and sufficient.

4) Interactive.

The intricacy and duration of the engagement, which occasionally involves a number of participants and/or many exchanges, is what distinguishes responsive speaking from interactive

speaking. Interaction can take the two types of Interpersonal exchanges that are intended to uphold social ties or transactional language, which is used to exchange specific information.

 5) Extensive (monologue)

Speeches, oral representations, and storytelling are examples of extensive oral production tasks. During these tasks, the opportunity for oral interaction from listeners is either completely disallowed (possibly to nonverbal responses) or severely constrained together.[22]

Beside the functions of speaking skill, the researcher also provided the kinds of speaking skill. In this study, the researcher provided five kinds of speaking skill, they are imitative, intensive, responsive, interactive, and extensive.

d. Aspects of speaking

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[22] Azlina Kurniati et al, *"A Study Of The Speaking Ability Of The Second Year Students Of SMK Telkom Pekanbaru"*, (Article, FTK Riau University), p. 3-4.

The aspects of speaking skill are tools that adapted from Arthur Hughes were used to gauge how much the pupils' speaking abilities had improved after receiving treatment with particular issue sticks. Worked along with FSI (foreign service instate).[23] There are five components, each with a separate weighting point ranging from the lowest to the highest and a rating scale from 1-6. Pronunciation, grammar, vocabulary, fluency, and comprehension are just a few of the skills that students' pronunciation, grammar, and vocabulary are developed upon.[24]

Nurgiantoro in Hari Wahyono, outlines the elements of the evaluation of speaking ability. In speaking ability assessment, pressure, grammar, vocabulary, fluency and comprehension are among the tools.[25]

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[23] *Ibid*

[24] Muh. Saefullah Al Fauzan, *"Improving Students Speaking Ability Through Mobile Social Networking"*, (A Thesis, FTK Muhammadiyah University Of Makasar, 2019), p. 36-37.

[25] Hari Wahyono, "*Penilaian Kemampuan Berbicara di Perguruan Tinggi Berbasis Teknologi Informasi Wujud Aktualisasi Prinsip-Prinsip Penilaian",* Bahasa Dan Sastra Pengajarannya, Vol. 1, No. 1, Maret 2017, p. 10.

1) Fluency

According to Richard in Permana et al, fluency is "natural language use occurring when a speaker engages in meaningful interaction and maintains clear and continuous communication despite limitations in his or her communicative competence." The Fluency is defined as having a "flow" in its Latin root. It might resemble other things.[26]

2) Pronunciation

In general, pronunciation is a crucial component of ESL. Students can talk more clearly by pronouncing their words correctly. In order to meet the requirements of the task, Thornburry stated that, "pronunciation refers to the candidate's ability to make understandable utterances".[27]

3) Vocabulary

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[26] Aditya Permana et al, *"Analysis Student's Speaking Fluency in Speaking Class Performance",* Globish (An English-Indonesian journal for English, Education and Culture) Vol. 10, No.1, January 2021,

[27] Lilik Nurbaidah, *Improving…,* p. 14.

The development of one's vocabulary is essential to learning a language, whether it is their first, second, or a foreign tongue, said Decarrico. If students lack linguistic skills, they quickly find that their capacity to Clearly express themselves or comprehend is constrained. When English is taught in a formal class, such as a school, the importance of vocabulary, which has traditionally been regarded as the head of language, is not necessarily appreciated. If someone asks what has been done to improve pupils' English proficiency, some teachers may respond that the teaching strategy is shown by academic accomplishment, which is then measured using a very high frequency word measurement in accordance with the demands of social context.[28]

4) Grammatical accuracy

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[28] Alpino Susanto, *"The Teaching of Vocabulary*", KATA, Vol. 1, No. 2, Oktober 2017, p. 182.

Grammar is often defined as the rule system of a language, but it is also useful to think of it as a resource for expressing meaning (Lynch and Anderson). The components of grammar and sentence structure in writing a good paragraph can be described as follows: the paragraph has correct verb tenses; the paragraph has the correct use of subjectverb agreement, the paragraph has a correct use of articles the paragraph has the correct use of pronoun agreement, the paragraph has no choppy sentences; the paragraph has no stringy sentences, the paragraph has no sentence fragment, the paragraph has no run-on sentences/comma splices.[29]

5) Interactional strategies.

According to Felix in Mifta Mursika et al, interactional strategies or communication strategies is how speakers deal with communication breakdowns

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[29] Aisyah Ririn Perwikasih Utari, *"Students Grammar and Sentences Structure of the Texts Written in Paragraph Writing Class",* PROMINENT Journal, Volume 2, Number 1, January 2019

that are also influenced by their inadequate proficiency in the target language.[30]

Alongside the functions and the kinds of speaking skill, it also has the aspects which is these aspects could help the learners in learning English. The learners also expected to master it. Those aspects are fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies.

To sum up, speaking is one of the four important skills in English. Speaking is considered as the toughest skills when study English, as for the beginners. Skill is as known as a person's ability for a good and beneficial acts, it was achieved through a challenging procedure and process. Speaking skill is essential in daily life since they allow us to communicate with each other.

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[30] Mifta Mursika et al, "Interactional Strategies as Ways in Facing Communication Breakdown Used by EFL Students in Surakarta", *INELTAL*, P. 97.

Speaking has three functions, they are talking as interaction, talking as transaction, and talking as performance. In this study, the researcher also provided five kinds of speaking skills, they are imitative, intensive, responsive, interactive, and extensive. It also has the aspects which is these aspects could help the learners in learning English. Those aspects are fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies.

2. The Concept of Presentation Technique

a. The definition of presentation

According to Gredler MB in Ismawati, a presentation is a way to express an idea, a feeling, be creative when speaking, establish one's mentality, and put a theory into practice. [31] A presentation is when a

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[31] Ismawati, *"The Application of Presentation Method to Increase Students Ability in Explaining Cases"*, Pendidikan Bahasa, Vol. 5, No. 1, Mei 2018, p. 11.

speaker uses structured thought and ideas to systematically explain material in spoken language. The speaker is using the provided materials to freely convey his or her opinions. If the presenters can keep the audience's attention and make them feel at ease during the session, the presentation method style can effectively transmit knowledge and values to the audience. This can encourage them to pay attention, listen, and apply for the resources.

In summary, a presentation technique is one of the techniques or methods that is helpful and useful in English teaching and learning process. Presentation technique usually paired with speaking skills. Since one of the benefits of presentation technique is to increase people's public speaking skills.

b. The implementation of presentation

Here are some steps for making a presentation successful:[32]

    1) Read repeatedly and understand the materials as good as possible.

Read as much of the materials you'll be presenting as you can before giving a presentation. Take a few sources to learn more information Understanding the material that can help you become more prepared and mentally strong.

    2) Learn your audience

Success in making a presentation depends on knowing your audience. We need to know who your target market is. Then, we make an effort to speak in a proper manner. In this scenario, the performance plays the most significant role.

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[32] Dewi Juni Artha et al, *"The Implementations of Presentation Practice Production (PPP) Technique to Improve Students' Speaking Skill by Using Picture Card as a Media",* Jurnal Riset Ilmu Pendiikan, Vol. 2, no. 3, Juli 2022, pp. 197-204.

Using the right phrases in the right order can make the audience understand and feel satisfied. Dress yourself nicely when you attend a presentation or workshop. Put on a sharp shirt, tie, and suit. You'll feel more certain as a result. It also conveys respect and reverence to the audience.

3) Be ready in facing the worst situation

When presenting a topic, we must be prepared to speak louder should the electricity suddenly go out. The Power Point slide is no longer usable. You must be prepared to manually explain. You must alter the phrases to something comparable because you forgot the points you were about to express. so forth. Be at ease and act as if the worst case scenario never arises. Continue the presentation on your own, as long as you are comfortable with the circumstances.

4) Come earlier and well-prepared

The toolkit should be in good condition before use. Verify all aspects relating to the presentation. Learn the readings before introducing the subjects. While the audience is waiting, we still have time to prepare.

5) Standing position and keep smiling

Do not obstruct the presentation screen or the white board when standing in front of the audience. When introducing items to the audience, take up the initial position before returning to it when writing. Make some gestures to support your words. You'll feel more at ease and appreciate the audience if you smile.

6) Use eyes contacts

When speaking, give the audience a quick glance and engage them in conversation. It will If we communicate with eye contact, we can be sure

that people will pay attention and hear what we have to say.

   7) Voice and Time

To ensure that the audience understands what we are saying, speak louder and clearly. Repetitive words should be avoided. Spend your effort explaining the materials effectively. Don't waste time on meaningless words.

From the explanation above, here are some implementations of presentation method, they are read repeatedly and understand the materials as good as possible, learn your audience, be ready in facing the worst situation, come earlier and well-prepared, standing position and keep smiling, use eyes contacts and the last is voice and time.

To conclude, presentation technique is one of the techniques or methods that is helpful and useful in English teaching and learning process. Presentation method usually paired with speaking skills. Since one

of the benefits of presentation method is to increase people's publich speaking skills.

Here are some implementations of presentation technique, they are read repeatedly and understand the materials as good as possible, learn your audience, be ready in facing the worst situation, come earlier and well-prepared, standing position and keep smiling, use eyes contacts and the last is voice and time.

c. The advantages and disadvantages of presentation technique

As one of the technique used in teaching and learning process, especially in developing speaking skills, presentation has its own advantages and disadvantages, those advantages and disadvantages will be described belows. [33]

    1) Advantages of presentation

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[33] Ding Xingeng, Liu Jianxiang, *"Advantages and Disadvantages of Presentation in Lectures in Science Students"*, I.J. Education and Management Engineering 2012, 9, 61-65.

As said before, presentation method has its own advantages and disadvantages. The advantages of presentation technique can be seen below.

a) Face to face

You can speak directly to your audience during a presentation. You can network with your current and potential clients throughout the presentation. Face-to-face encounters aid in fostering a strong sense of trust between businesspeople and their customers. You should also monitor the audience's response; if they don't like what you're saying, change it right away.

b) Engagement

It is simpler to engage your audience while you are giving a presentation. Attractive visuals will hold the audience's attention by captivating their minds. To help your readers understand the

logic of your arguments, you may also present your points in a more sophisticated manner by adding bullet points or summary text presentation you made. You can be confident that the audience will understand your message with this level of participation. You can be sure that using graphs, charts, and films will have a bigger impact than trying to convey the same idea orally or in a written report.

c) Flexibility

Another advantage of presentations is their adaptability, as you can easily change their contents or tailor them to different audiences. As what appeals to a younger audience might not do the same for an older audience, each group of your audience may have varied tastes and understandings. The presentation is more adaptable than printed materials since it is less

expensive to make changes to it than to printed things.

d) Consistency

A standard presentation will guarantee that different employees within a company provide information in a same manner.

e) Versatility

Presentations are flexible and can be used in a variety of ways. On the one hand, you can use them in a meeting with two or three people viewing the contents on a laptop or tablet, and on the other, you can use the same presentation in a big meeting with a projector and screens. Additionally, you can submit the identical presentation to the internet so that spectators can view it there or during web conferences.

In conclusion, presentation technique also has the advantages and the disadvantages. The

disadvantages are face to face, engagement, flexibility, consistency and versatility.

2) Disadvantages of Pesentation Technique

Beside the advantages, presentation also has the disadvantages, the explanation can be seen belows:

a) Technical Troubles

The failure of technology might cause technical issues, which can delay or destroy your presentation. Your audience can become bored while you take your time to get your presentation up and running if it doesn't work.

b) Disconnect between Speaker and Audience

You become overly dependent on presenting software like PowerPoint to the point that you lose sight of your audience. You are continuously compelled to face the projector when making your point rather than turning to face your audience and speaking to them directly. The effect on the audience is. As a

result of your incomplete engagement, they feel distant from you. Additionally, you might spend all of your time staring at the computer screen and mouse rather than moving around the conference room and emphasizing your points while making eye contact with everyone.

c) Audience distraction

The audience may become distracted by presentation technology. Slides containing lengthy words may draw the audience's attention away from you because they will be more focused on reading than listening to your message. presentation when ineffective use of technology can shift attention away from the speaker and toward the device itself. Some speakers risk losing the audience's interest since they might prefer to take questions after the presentation. This might not go well since by the time your presentation is over, the audience

might lose interest and forget the desired inquiry.

In addition, presentation technique also has the disadvantages, they are technical troubles, the disconnected between speaker and audiences, audiences distraction and the lack of purpose.

d. Teaching Speaking using Presentation

The use of presentation in class is one of the trusted learning technique that will help students improve their speaking ability. Presentations technique can be thought of as formal forms of communication that involve activities that enlighten the audience. The use of presentations are to give students in your classrooms the chance to use their second language in a natural way when interacting with others. When doing the presentations, students must actively employ language. Additionally, students are encouraged to create captivating PowerPoint presentations when making

presentations, which is typically done in groups. These activities are typically completed when the teacher asks students to explain a topic in front of the class.[34]

Here are some steps that researcher used to teach the students using presentation technique.[35]

1. Greeting. In the first step, the teacher/researcher asked the students to open their presentation by saying, Bismillah/Assalamu'alaikum/Good Morning/Good Afternoon.

2. Introducing. After the greeting, the teacher/researcher asked the students to introduce their self by saying, before we start our presentation, I want to introduce our self, my name is… as first speaker and moderator, and so on.

[34] Asih Ati et al, *"The Use of Oral Presentation in Teaching English to Improve Students Speaking Skill",* (Professional Journal of English Education), Volume 5, No. 2, March 2022.

[35] Gavin Brooks et al, *"Using Oral Presentations to Improve Students' English Language Skills",* Kwansei Gakuin University Humanities Review Vol.19, 2014 Nishinomiya, Japan.

3. Share the main content of the presentation. After the students introduce their self, then the teacher/researcher asked them to share what topic or contents they will sharing to their classmates. In this section, the teacher/researcher gave the students a picture (before the class started) as a media so that they can present their work with their team which has been decided before the teacher/researcher started the class. In this part, they will explain and present all of the things they seen in the picture.

4. Question and Answer. After the students doing their presentation, then the teacher/researcher conducted the question and answer session. in this part, the teacher/researcher conducted the question and answer session to make sure the students understand the topic or the contents that has been presented before.

5. Closing/parting. in this part, the teacher/researcher asked the students to close their presentation by saying… so, that's all our presentation today, thank you so much for your attention, we close our presentation with saying Alhamdulillah/Wassalamu'alaikum/Good Morning/Good Afternoon.

As said before, the presentation technique is useful and helpful method which is used in English teaching and learning process to increase students speaking skills, because presentation method mostly used in public speaking. Here are some steps that researcher used in teaching presentation method, they are greeting, introducing, state the focus of the topic, share the main content, question and answer, make a summary, and the last is closing or parting.

In summary, presentation technique also has the advantages (face to face, engagement, flexibility, consistency and versatility) and the disadvantages

(technical troubles, the disconnected between speaker and audiences, audiences distraction, and the lack of purpose). Besides that, here are some steps that researcher used in teaching presentation method, they are greeting, introducing, state the focus of the topic, share the main content, question and answer, make a summary, and the last is closing or parting.
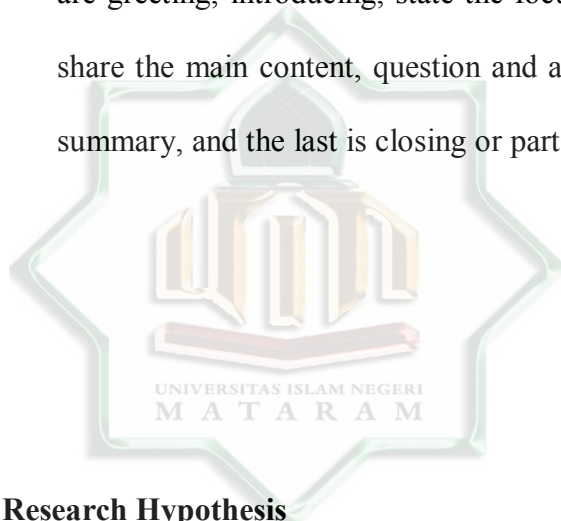
C. Research Hypothesis

1. Null hypothesis (H_o)

    There is no effect of using the presentation technique to enhance students' speaking ability in grade VII at the MTs Al Istiqomah Telagawaru.

2. Alternative hypothesis (H_a)

There is an effect of using the presentation technique to enhance students' speaking ability in grade VII at the MTs Al Istiqomah Telagawaru.

CHAPTER III

RESEARCH METHODOLOGY

A. **Research Method**

1. Research Approach

Aliaga and Gunderson (2002) define quantitative research methods as the process of elucidating a

problem or phenomena by the collection of data in numerical form and analysis using mathematical techniques, particularly statistics.[36] The purposes of this research approach are to test hypotheses, look at cause & effect, & make predictions.[37]

The reason why the researcher used this research approach is to facilitate the author in analyzing the influence of presentation method in improving students' speaking skill in grade VII at the MTs Al Istiqomah Telagawaru.

2. Type of Research

This study used pre experimental research type. Pre-experimental research design is the most basic type of experimental research design in statistics. In this type, after identifying specific elements as the cause and effect, a group or groups are maintained under surveillance. This approach

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[36] Oberiri Destiny Apuke, *"Quantitative Research Method: A Synopsis Approach"*, Arabian Journal of Business and Management Review (Kuwait Chapter), Vol. 6 (10), 2017.

[37] *Ibid…*, p. 42.

is typically used to determine whether more research is necessary for the target population. Because of this, this procedure is seen as being efficient. In a pre-experimental research design, one or more dependent groups are examined for the effect of an independent variable that is assumed to cause change. It is the most basic type of experimental study design and

has no control group.[38]

B. Population and Sample

1. Population.

 According to Sugiyono in Adnyana et al, population is the whole area of a generalized territory made up of things or subjects that have a given amount, quality, and characteristic as stated by researchers and used to gather interpretations and research data that finishes with withdrawal actions.[39] The population of this study is the students in grade VII consisted 34 students at the MTs Al Istiqomah Telagawaru.

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[38] Ahsanul Mahbub Zubair, *"Experimental Research Design-Types and Process",* Article in Academia Open, January 2023. .

[39] I Made Dwi Mertha Adnyana et al, *Metode...,* p. 104.

2. Sample.

Susilana in Adnyana et al, said sample is a small part or part of the object or subject that is a component of the research population. The sample is a portion of the item drawn from all of the subjects or objects under the study and is thought to be typical of the total population.[40] The sample of this study is the students in Grade VII, A and B class which is consist 34 students at the MTs Al Istiqomah Telagawaru.

C. The Setting and Time of the Research

The setting of this research will be held at the MTs Al Istiqomah Telagawaru. Which is located on Jl. Gunung Pangsong, Telagawaru, Labuapi, Banyumulek, Kediri District, West Lombok Regency-NTB and will be

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[40] *Ibid.,* p. 106.

conducted for one month. This research is a pre-experimental design that aimed to know whether the presentation method is effective or not in improving students speaking skills of the year 2022/2023, consisted of giving a picture for the post-test-post-test for students to presented at the beginning and the end of the research.

D. **Variable of Research**

The research variable is a factor that a researcher has decided should be examined in order to obtain the answer that has been formulated, i.e., in the form of research conclusion. Variables are important study components, so research cannot proceed without examining any of them. Since the variable is the primary focus of the research, its determination must, of course, have theoretical backing, which is explained by the research hypothesis. Ali asserts that variables are the focus of the study.[41] Ary defined a variable as an attribute that is

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[41] Syafrida Hafni Sahir, *"Metodologi Penelitian",* (Bantul-Yogyakarta: Penerbit KBM Indonesia: 2021), p. 16

thought to reflect or communicate a certain idea or construct. The variable was split into two categories: independent variable and dependent variable.[42]

1. Independent Variable.

    The independent variable is the cause of changes in other variables and is a variable that influences other variables.[43] The independent variable in this study is the presentation method.

2. Dependent variable.

    The dependent variable is the one that the independent variable affects; it is the outcome of the unrestricted variable. [44] The dependent variable is this study is speaking skills.

E. Design of Research

    This research applied a quantitative research method, with pre experimental research type and one group

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[42] Muh. Saefullah Al Fauzan, *Improving* …, p. 23.
[43] Syafrida Hafni Sahir, *Metodologi* …, p. 16-17.
[44] Syafrida Hafni Sahir, *Metodologi* …, p. 17.

pre test post test design. This design involved one group that is pre test (X1), expose to treatment (O) and post test (X2). It aims to know whether there is significant development before and after using presentation technique.

Pre-test	Treatment	Post-test
X 1	O	X 2

(Arikunto, 2006)

X 1: students speaking ability of experimental group pre-test

O: treatment teaching speaking by using presentation technique

X 2: students speaking ability of experimental group in post-test

F. Instruments

Instruments are simply devices for obtaining information relevant to your research project, and there are many

alternatives from which to choose.[45] In this study, the researcher used test as the instrument.

G. Procedure of Data Collection

1. Observation. The act of observation involves keeping track of the information that researchers need. Observation is a method or approach that uses the senses to gather the data for research.[46]

2. Test. Test is a measuring instrument that includes questions to gauge a person's degree or aptitude. As peer Hadijah and Anggreni, a test is a strategy or method used to carry out measurement activities, in which there are numerous questions/statements, or a list of tasks that students must complete or respond to in order to measure elements of students behavior.[47]

3. Documentation. According to Gottschalk in Nilamsari, the documentation in Any method of proof that is based

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[45] David Wilkinson and Peter Birmingham, "*Using Research Instruments: A Guide For Researcher",* (11 New Fetter Lane, London EC4P 4EE :RoutledgeFalmer, 2003), p. 3.

[46] I Komang Suhendra, S. Pd., M. Pd., *Instumen*…, p. 38.

[47] *Ibid*

on a written, oral, visual, or archaeological source is referred to as having a broader understanding.[48] Sugiyono in Nilamsari, asserts that documents might take the shape of writing, photographs, or artistic creations. writing styles, such as journals, life histories, stories, biographies, rules, and others. images in the form of photographs, live sketching, and more. works of art in various forms, such as photographs, sculptures, films, and others.[49]

Indicators of speaking skill measurements

Aspects	Category	Indicators
Fluency	4(excellent)	General natural delivery, only occasional halting when searching for appropriate word/expression.
	3 (good)	The student hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.

[48] Natalina Nilamsari, *"Memahami Studi Dokumen Dalam Studi Kualitatif"*, Wacana Volume XIII No.2, Juni 2014.
[49] *Ibid*

	1 (fair)	The students speak so little that no "fluent" speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent inappropriate
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4(excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentence.
Interactional strategies	4 (excellent)	Interacts of interactively and readily participates and follow the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at time experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction interactive. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

Heaton in Rinamandasari (2010:31)

H. Technique of Data Analysis

Statistics are used to process and interpret quantitative data. Statistical methods are chosen based on two criteria: the goal of the study and the kind of data that was evaluated. The process of converting data that is brief and understandable when describing or interpreting statistics or figures is known as data analysis. Data analysis for quantitative approach is divided into two, namely descriptive statistical and inferential statistic.[50]

The researcher also used the following process to analyze the data:

1. Formula of getting the conversion score:

$$Coversion\ Score = \frac{Total\ of\ all\ Score}{Mximum\ Score}\ x100$$

2. To find out the mean score of the students' test, the researcher used the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X = Mean score

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[50] I Made Dwi Mertha Adnaya, *Metode*…, p. 167.

$\sum x$ = The sum of all score

N = The total number of students

3. To find out the significance differences between score pre-test and post-test, the researcher using this formula:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D\,2 - \dfrac{(\sum D)2}{N}}{N(N-1)}}}$$

Where:

t = Test of significance difference

$\overline{D}$ = The mean of the difference score

$\sum D$ = The sum of all score

$\sum D2$ = The square of the sum for the difference

N = The total number of sample

4. Validity

A research instruments level of validity can be determined by looking at its validity. Instruments with high validity are considered to be valid: on the other hand, instruments with low validity are considered to be less valid. A reliable tool can measure what is

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required and disclose the information about the variable that has been thoroughly studied. No matter how valid the instrument is, the amount of data it has collected is consistent with what the variable's definition is.[51] The researcher used correlate-bivariet, Pearson Product Moment in the SPSS application and ms excel to the data after collecting it.

To find out the validity of the test, the researcher used this following formula:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x)^2 - (\sum x)^2(N\sum y^2 - (\sum y)^2)}}$$

Where:

$r_{xy} =$ Correlation coefficient between variable x and variable y

$\sum xy =$ The number of multiplication between variable x and variable y

$\sum x^2 =$ The sum of the squares of the x values

$\sum y^2 =$ The sum of the squares of the y values

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[51] Dr. Drs. H. Rifa'i Abubakar, M. A., *Pengantar Metodologi Penelitian*, (Yogyakarta: SUKA-Press UIN Sunan Kalijaga, 2021, p. 129

$(\sum x)^2 =$ The sum of the values of x is then squared

$(\sum y)^2 =$ The sum of the values of y is then squared

5. Reliability and Normality

Since the instrument is already effective, reliability can be relied upon when utilized as a tool for data collecting. The tendentious nature of bad instruments steer the respondent to select particular answers. Whichever equipment can be relied upon will yield dependable results, i.e., data that can be relied upon to be accurate and consistent with reality throughout time. Therefore, the term "reliable" describes how trustworthy something is. Because it is trustworthy and reliable, it is reliable.[52] In this research, the researcher used non parametric test-two independent sample test, Mann Whitney type test using SPSS.

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[52] *Ibid., p. 129-130.*

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Findings

1. Description of Research Data

Data was gathered to ascertain the efficacy of employing the presentation technique to enhance the English speaking abilities of class VII pupils at the MTs Al Istiqomah Telagawaru based on the outcomes of the problem formulation and research objectives.

Data collection on the experimental group, which included 34 students, was done twice: once before treatment and once after treatment. The pre-test and post-test provided the research data. The actual test makes use of a presentation test with visual materials. Four ratings are given for the test: excellent, good, adequate, and fair.

The technique of data analysis the researcher used in this research were, validity test used Pearson Product Moment type-Corelate-Bivariete. Normality test used Mann Whitney type-Nonparametric test-Two independent sample. And the last one is T Test used Paired Sample t test since it is consisted only one group (experiment group only). The three of the test were analyzed by the researcher using SPSS.

a. **Pre-Test Data Description**

Research that aims to identify the causes and effects of a research topic is known as experimental research. Comparing the experimental research group and the control group is the trick. Pre-experimental research, on the other hand, is a descendant of experimental research. In contrast, there was no

control group employed in the pre-experimental study; just the experiment group was used. Pre-test was conducted to find out how far the materials to be taught could be mastered by students. This study intends to determine whether the presentation method has an impact or not in grade VII pupils at the Mts Al Istiqomah Telagawaru's capacity to speak English more fluently. 34 students made up the sample for this study. The student's pre-test results are shown below:

Table IV. 1

Pre-Test Score

No	Students Initial Name	Aspects					Total Score	Conversion Score
		F	P	V	GA	IS		
1	KN	2	2	1	1	2	8	40
2	S	1	1	1	1	2	6	30
3	MSA	1	2	1	1	2	7	35
4	IPS	1	1	1	1	2	6	30
5	SN	1	1	1	1	2	6	30
6	AP	1	1	1	1	2	6	30
7	NU	1	2	1	1	2	7	35
8	NDA	2	2	1	1	2	8	40
9	SRN	2	2	1	1	2	8	40
10	AA	2	1	1	1	2	7	35
11	AWH	2	2	1	1	2	8	40
12	N	1	1	1	1	2	6	30
13	WA	1	1	1	1	2	6	30

14	CAR	2	2	2	2	3	11	55
15	IH	2	2	2	2	3	11	55
16	IS	1	1	1	1	1	5	25
17	AF	1	2	1	1	1	6	30
18	SI	1	1	1	1	1	5	25
19	ZAG	1	1	1	1	1	5	25
20	MAA	2	2	2	2	2	10	50
21	FN	1	1	1	1	2	6	30
22	RR	1	2	1	1	2	7	35
23	SP	1	1	1	1	2	6	30
24	MT	1	1	1	1	2	6	30
25	IAF	1	2	1	1	2	7	35
26	A	1	1	1	1	2	6	30
27	RR	1	2	1	1	1	6	30
28	DS	1	1	1	1	1	5	25
29	IP	1	1	1	1	2	6	30
30	ZS	1	2	1	1	2	7	35
31	MAA	1	1	1	1	1	5	25
32	MZ	1	2	1	1	1	6	30
33	MR	1	1	1	1	2	6	30
34	FI	1	1	1	1	2	6	30
Total								1135
Mean								33

From the data above, it can be said that the highest score was 55 and the lowest score was 25. 4 students gained score 40, 15 students gained score 30, 6 students gained score 35, 2 students gained score 55, 5 students gained score 25, and 1 students gained score 50. With the total score of all students was 1135, while the mean score was 33.

b. **Treatments**

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The researcher's next step is to develop a treatment plan combining presentations and visual media to help students with their English speaking abilities. Meetings were held on May 9, 2023, May 13, 2023, May 16, 2023, and May 20, 2023 during the course of the treatment. In class, treatments were provided one-on-one and in person. For each course of treatments, a different set of materials, including asking and giving opinions, descriptive text, simple present tense, and procedure text, is made available.

Table IV. 2

Treatments Schedules

No	Treatments	Time
1	Treatment 1	09 May 2023
2	Treatments 2	13 May 2023
3	Treatment 3	16 May 2023
4	Treatment 4	20 May 2023

Prior to beginning the treatment, the researcher planned what would be done and required during the treatment, namely the lesson plan. Researchers use RPP to deliver care consistently throughout a set period of time.

1) Treatment 1

Before conducting research in the field, firstly the researcher needs to design what he carried out in the field, so that the implementation of the treatment would run smoothly and achieve the results in accordance with what is desired. On In treatment 1, the researcher carried out activities offline or face to face. In this activity the researcher also prepared offline daily learning implementation plan (RPPH) to support the activities carried out. In this first treatment the activities that conducted on May 9, 2023. Treatment is directly carried out in the classroom like learning on a normal day.

Here, the researcher went directly to the research field with the guidance of an English teacher. As many as 34 students received treatment, namely how to make

presentations properly and correctly, in accordance with the lesson plans that the researcher had prepared. In this first treatment, the researcher provided material about Procedure Text, in the form of media images. The researcher divided students into several groups, each group consisting of 2 to 3 students. After the researcher divided the students into groups, the researcher gave directions to them to divide themselves, about who was the moderator as well as the first speaker, the second speaker and closing. Starting from the opening greetings, introductions, conveying the contents or objects they get from observing the media images, questions and answers to closing the presentation.

2) Treatment 2

The second treatment was carried out after treatment 1 was carried out the previous day. The second treatment is carried out offline or face to face in class. Still as many as 34 students received treatment using the presentation method using image media. Treatment 2 was

held on May 15, 2023. In this 2nd treatment, the material provided was different, but still within the same scope, namely Descriptive Text. In this treatment, the researcher also divided the 34 students into several groups consisting of 3 to 4 students. The rules are still the same as treatment 1. Students who have been divided into groups come forward with their groups and present the contents or objects they have observed from media images that have been given by previous researchers.

3) Treatment 3

The third treatment was carried out by the researcher on May 16 2023. This third treatment was also carried out offline or face to face in class like the previous treatment. In this third treatment, the researcher provides different material, namely the Simple Present Tense. Here, the researcher again provided media images to 34 students who were the objects of the experiment. In addition, the

researcher also explains what Simple Present Tense is, its formula and examples, whether in the form of words, sentences or paragraphs. The rules for this treatment are still the same as the previous treatment. The students who were already in their respective groups came forward and presented media images or other media that had been prepared by the researcher. In addition, the researcher also provided some new vocabulary to increase students' knowledge.

4) Treatment 4

The fourth treatment was held on May 20 2023. This fourth treatment is the last treatment that was carried out by researchers in using the presentation method to improve students' English language skills. In this last treatment, the researcher again provided different material, namely Asking and Giving Opinion. The media used is picture media, in the form of dialogue between 2 to 3

people according to the number of members in each group. In this media, students don't present objects that they can observe anymore, but rather how they can convey the conversation. You could say, the students did role playing, but they still presented approximately what was the topic of the dialogue, it could be content, events, characters and so on. In this last treatment, the improvement occurred again drastically, where all students, namely 34 students, experienced an increase in their English language skills.

c. **Post-Test Data Descriptions**

34 students were evaluated following the completion of all activities in the same way that the test and treatment were administered; namely, the researcher asked the students to come to the front of the class and display a picture that had been provided by the researcher. When the treatment had been administered four times, the researcher gave the final test, which was a presentation of photos in front of the class, similar to the pre-test. The results from the post-test and the results from

the pre-test will be compared. The researcher post-test findings
were as follows:

Table IV. 3

Post-Test Score

No	Students Initial Name	Aspects					Total Score	Conversion Score
		F	P	V	GA	IS		
1	KN	2	2	2	2	2	10	50
2	S	2	2	2	2	2	10	50
3	MSA	2	2	2	2	2	10	50
4	IPS	2	2	2	2	2	10	50
5	SN	2	2	2	2	2	10	50
6	AP	2	2	2	2	2	10	50
7	NU	2	2	2	2	2	10	50
8	NDA	3	3	2	2	3	13	65
9	SRN	3	3	2	2	3	13	65
10	AA	2	2	2	2	3	11	55
11	AWH	3	3	2	2	3	13	65
12	N	2	2	2	2	2	10	50
13	WA	2	2	2	2	2	10	50
14	CAR	3	3	3	3	3	15	75
15	IH	3	3	3	3	3	15	75
16	II	2	2	2	2	2	10	50
17	AF	2	2	2	2	2	10	50
18	SI	2	2	2	2	3	11	55
19	ZAG	2	2	2	2	3	11	55
20	MAA	3	3	3	3	3	15	75
21	FN	2	2	2	2	3	11	55
22	RR	2	2	2	2	3	11	55
23	SP	2	2	2	2	3	11	55
24	MT	2	2	2	2	2	10	50
25	IAF	2	2	2	2	2	10	50
26	A	2	2	2	2	2	10	50
27	RR	2	2	2	2	2	10	50
28	DS	2	2	2	2	2	10	50
29	IP	2	2	2	2	2	10	50

30	ZS	2	2	2	2	2	10	50
31	MAA	2	2	2	2	2	10	50
32	MZ	2	2	2	2	2	10	50
33	MR	2	2	2	2	2	10	50
34	FI	2	2	2	2	2	10	50
Total								1800
Mean								52

From the data above, it can be said that the highest score was 75 and the lowest score was 50. Where 22 students gained score 50, 3 students gained score 65, 6 students gained score 55, 3 students gained score 75. With the total score of all students was 1800, while the mean score was 52.

Table IV. 4

Students Pre test- Post test Score

No	Students Initial Name	Pre test Score	Post test Score
1	KN	40	50
2	S	30	50
3	MSA	35	50
4	IPS	30	50
5	SN	30	50
6	AP	30	50
7	NU	35	50
8	NDA	40	65
9	SRN	40	65
10	AA	35	55
11	AWH	40	65
12	N	30	50

13	WA	30	50
14	CAR	55	75
15	IH	55	75
16	II	25	50
17	AF	30	50
18	SI	25	55
19	ZAG	25	55
20	MAA	50	75
21	FN	30	55
22	RR	35	55
23	SP	30	55
24	MT	30	50
25	IAP	35	50
26	A	30	50
27	RR	30	50
28	DS	25	50
29	IP	30	50
30	ZS	35	50
31	MAA	25	50
32	MZ	30	50
33	MR	30	50
34	FI	30	50
Total		1135	1800
Mean		33	52

d. Normality Test

The normality test is used to determine whether or not the data from each variable is distributed normally. In this research, the researcher used Mann Whitney type of normality test.

Criteria :

H0 rejected if the sig. > 0.05

Ha accepted if the sig. < 0.05

Table IV. 5

Normality Test

Test Statistics[a]

	Speaking Score
Mann-Whitney U	61.000
Wilcoxon W	656.000
Z	-6.522
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Class

Based on the "Test Statistics" output, it is known that the value of Asymp. Sig. (2-tailed) of $0.000 < 0.05$. So, it can be concluded that the alternative hypothesis is accepted. Thus, it can be concluded that there is a difference in results between before being given treatment (pretest) and after being given treatment (posttest). Because there are significant differences, it can be said that there is an influence of using presentation techniques in improving students' speaking ability.

e. **Validity Test**

Table IV. 6

Pre test

Instrument Validity

Correlations

		A1	A2	A3	A4	A5	Total
A1	Pearson Correlation	1	.485**	.561**	.561**	.461**	.808**
	Sig. (2-tailed)		.004	.001	.001	.006	.000
	N	34	34	34	34	34	34
A2	Pearson Correlation	.485**	1	.350*	.350*	.190	.661**
	Sig. (2-tailed)	.004		.042	.042	.281	.000
	N	34	34	34	34	34	34
A3	Pearson Correlation	.561**	.350*	1	1.000**	.511**	.822**
	Sig. (2-tailed)	.001	.042		.000	.002	.000
	N	34	34	34	34	34	34
A4	Pearson Correlation	.561**	.350*	1.000**	1	.511**	.822**
	Sig. (2-tailed)	.001	.042	.000		.002	.000
	N	34	34	34	34	34	34
A5	Pearson Correlation	.461**	.190	.511**	.511**	1	.724**
	Sig. (2-tailed)	.006	.281	.002	.002		.000
	N	34	34	34	34	34	34
Total	Pearson Correlation	.808**	.661**	.822**	.822**	.724**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	34	34	34	34	34	34

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Criteria:

The instruments valid if the Sig. < 0.05

The instruments not valid if the Sig. > 0.05

The researcher used the symbols A1, A2, A3, A4 to A5, for the aspects and the last is the total score of the student's grades. As previously described, the instrument is said to be valid if the sig. < 0.05. Based on the table above, where the Sig. Total Score < 0.05, so it can be said that the instrument valid.
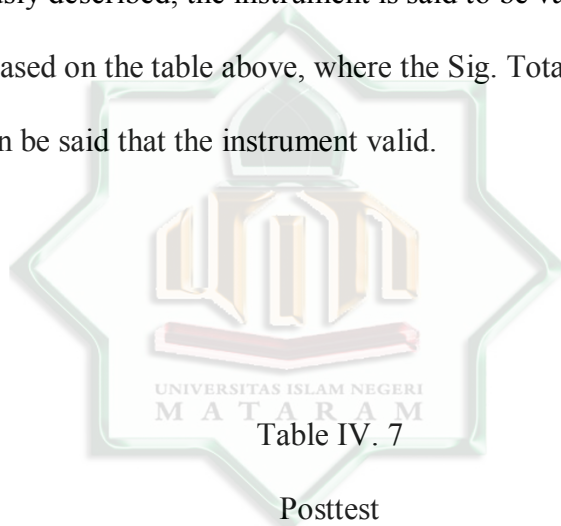
Table IV. 7

Posttest

Instrument Validity

Correlations

		A1	A2	A3	A4	A5	Total
A1	Pearson Correlation	1	1.000**	.672**	.672**	.627**	.932**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	34	34	34	34	34	34
A2	Pearson Correlation	1.000**	1	.672**	.672**	.627**	.932**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	34	34	34	34	34	34

A3	Pearson Correlation	.672**	.672**	1	1.000**	.421*	.827**
	Sig. (2-tailed)	.000	.000		.000	.013	.000
	N	34	34	34	34	34	34
A4	Pearson Correlation	.672**	.672**	1.000**	1	.421*	.827**
	Sig. (2-tailed)	.000	.000	.000		.013	.000
	N	34	34	34	34	34	34
A5	Pearson Correlation	.627**	.627**	.421*	.421*	1	.772**
	Sig. (2-tailed)	.000	.000	.013	.013		.000
	N	34	34	34	34	34	34
Total	Pearson Correlation	.932**	.932**	.827**	.827**	.772**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	34	34	34	34	34	34

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Criteria:

The instruments valid if the Sig. < 0.05

The instruments not valid if the Sig. > 0.05

The researcher used the symbols A1, A2, A3, A4 to A5, for the aspects and the last is the total score of the student's grades. As previously described, the instrument is said to be valid if the sig. < 0.05. Based on the table above, where the Sig. Total Score < 0.05, so it can be said that the instrument valid.

f. T Test

Paired Sample T-Test is an alternative test of two paired samples. Despite being the same subject, paired sample are handled differently. O examine the research model before and after, a distinct test model is used, The researcher utilized the paired sample t-test because it only involved one group—the experimental group. This paired sample t-test's requirements are; Ha indicates that the presentation technique can help pupils enhance their English-speaking ability. The researcher used paired sample t test using SPSS.

Criteria :

H0 rejected if sig > 0.05

Ha accepted if sig < 0.05

Table IV. 8

Paired Samples Test

	Paired Differences							
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean			Lower	Upper	t	Df	

Pai r 1	Pretes t - Postte st	- 21.0294 1	4.22464	.7245 2	- 22.5034 6	- 19.5553 6	- 29.02 5	3 3	.000

Based on the output table of t test results, the value obtained is sig = 0.000, which means it is smaller than 0.05. Thus, H0 is rejected and Ha is accepted. This means that there is a difference between the scores before being given treatment (pretest) and after being given treatment (posttest).

3. **Discussions**

According to the research that has been done, it is clear that the alternative hypothesis (Ha) is accepted because a sig value is = 0.000, which is less than 0.05, is produced based on the output table of the t test findings. As a result, Ha (the alternative hypothesis) is accepted and Ho (the null hypothesis) is rejected. The researcher deduced from these findings that there were variations in the students' English proficiency ratings before and after receiving treatment. According to the findings of the

descriptive analysis, the students' average pre-test score was 33, and their average post-test score was . This suggests that using the presentation method has a considerable impact on enhancing students' speaking skills.

According to the study's findings, pupils' ability to speak English effectively improved when the presenting approach was used. This was evident when the researcher administered the pre-test, 4 students gained score 40, 15 students gained score 30, 6 students gained score 35, 2 students gained score 55, 5 students gained score 25, and 1 students gained score 50. Additionally, the students' English-speaking ability improved when the researchers administered the post-test following the treatment, Where 22 students gained score 50, 3 students gained score 65, 6 students gained score 55, 3 students gained score 75.

To conduct the treatments, the researcher conducted the treatments four times in a month. Each treatment was conducted in different days, in each treatments, the researcher provided the students with the media, such as a picture. Before the treatments started, the researcher divided the students into a small group, with

each group consisted 2-3 students. In conducting the treatments, the researcher applied the presentation technique and its steps. Where in each meeting, the researcher asked the students to open their presentation first with saying Bismillah, Assalamu'alaikum, and the introduced their self, after that the students are expected to be able to deliver information they got from the media and share it with their classmates. The next step is, the question and answer session. in this part, the students are expected to be able to answer the question from their classmates regarding the picture. And after that, the students close the presentation with saying Alhamdulillah, Wassalamu'alaikum.

The presentation technique has a significant impact on learning since it can be utilized for blended learning in addition to face-to-face instruction. The presentation approach also encourages pupils to talk in class while moving about and being expressive. One of the ability that students need to have is the capacity to talk, particularly if they are studying English for the first time. In linked with the findings, oral presentations in Barker's words in Tawas et al, is, "Oral presentation is kind of like a formal

discussion, speaking to the group as a natural activity".[53] A presentation is a type of speaking action where thoughts are expressed using prepared information in front of the audiences. Besides that, another statement that linked with the finding is, presentation method is an effective method in the process of teaching and learning in English, especially in speaking skill.[54] Trough oral presentation, students are expected to show creativity and activeness during English class. Speaking to groups is a natural activity, according to Baker in Wahyuni, who characterizes an oral presentation as a formal dialogue.[55] An oral presentation is defined as a talk given to students on a particular topic. Students can learn to speak English orally presentations to get students talking better. In fact, the English teacher at Junior does not implement oral presentation in the teaching and learning process. Lots students fail

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[53]Mellinia P. Tawas et at, *The effectiveness*…

[54] Zaitun et al, *"Improving Students' Proficiency in Speaking English Through Oral Presentation"*, Jurnal Teknodik Vol. 18 - Nomor 3, Desember 2014.

[55] Puji Wahyuningsih, "*Increasing Students' Speaking Ability in Oral Presentation by Using Callan Method at Seventh Grade of SMP N 14 Merangin Academic Year 2018/2019"*, Volume 1 No. 2 November 2019.

to achieve English language goals teaching. Students are unable to express ideas and feelings in English.

The researcher might infer from the preceding description that one of the popular strategies used by speakers to transmit the information they receive to the audience is the presenting method. Additionally, the presentation approach is frequently utilized at colleges and universities to present homework that students' teachers and lecturers have given them. The most crucial aspect of employing this presenting technique is that students are more likely to participate since they will be more interested when they describe what they learn and know in English themselves. The adoption of this presentation technique has been shown to enhance students' English-speaking abilities by the researcher. Many scholars have used and explored presentation method to look at various qualities in addition to honing speaking skills.

Based on the description above, it can be concluded that the use of presentation method effectives in improving students English speaking skill. According to findings and discussion, all of the students, which is 34 students in this study after conducted the

treatments have the improvement in fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies aspects.

CHAPTER V
CONSLUSION AND SUGGESTIONS

A. Conclusion

All seventh-grade pupils at the MTs Al Istiqimah Telagawaru made up the population of this study, and the grade VII served as the sample. The pre-test average score was 33. Following the pre-test, the researcher conducted treatments using the presentation technique with pictures an a media to hone the students' English-speaking abilities. And the post test mean score increase to 52, after the

treatment. Also, it can be seen from the Sig. of t test. Where, the t test Sig. < 0.05. Based on the criteria that has been explained in the findings and discussions. The researcher concluded that the use of presentation technique can enhance students speaking ability.

B. Suggestions

The following recommendations can be made based on research conducted at the MTs Al Isiqomah Telagawru and can be helpful for enhancing students' English speaking abilities while employing the presenting method:

1. The deployment of more innovative strategies or procedures by principals to assist student learning is expected.

2. The presentation approach is one tool that teachers at the MTs Al Istiqomah Telagawaru can utilize to help their pupils' English-speaking abilities.

3. Future researcher can use this as a guide when conducting research in accordance with future advancements or revolutions, as well as when conducting research with the varied capacity to speak English using different ways or procedures.

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APPENDIXES

LESSON PLANS

LESSON PLAN (01)

TOPIC   : Descriptive Text

STUDENT'S AGE   : 12-15 Years

DURATION   : 40 MINUTES

GOLAS   : At the ends of the lesson, the students are

expected to:

        1) Know how to present a descriptive text

            in front of their friends, in the class.

2) Be able to make a short of descriptive text and read it in front of the class, without looking in the book/or note.

METHOD :

I. ACTIVITIES

   A. OPENING ACTIVITIES (5 MINUTES)

      1) The teacher great the students after she/he entering the class (Assalamu'alaikum, good morning/afternoon).

      2) Checking the students attendance

      3) Asking about how they are feeling at that time, and give them the motivation words.

      4) Ask the students to praying together, before starting the class.

      5) Tell them a hint/clue about what will be learning that day.

   B. MAIN ACTIVITIES (30 MINUTES)

      1) The teacher explains about the material, in this case descriptive text.

2) The teacher writes the material on the board.

3) The teacher gives the students example about descriptive text.

4) The teacher gives the students time to make a short descriptive text based on the example given. And, after that, the teacher asks the students to come one by one in front of the class and presented the task that they have made.

5) The teacher teaches the students how to spell and pronounce the expression words.

C. CLOSING ACTIVITIES (5 MINUTES)

1) Making and giving the summary about the material, descriptive text.

2) Giving the students homework related to the material descriptive text. (Such as, try to find the more example about descriptive text in the internet, books and other resources.)

3) Giving short explanation about the next meeting and the new material and close the class with praying together, lead by the class president.

II. MEDIA

Descriptive Text about Person

My Friend

1. **Paragraph of identification:**
   I have a close Friend

2. **Paragraphs of description:**
   She is beautiful and trendy.
   she like her a new stylist shoes
   She is really mad on that shoes.

Descriptive Text about Cat

1. **Paragraph of identification:**
   Gregory is my beautiful cat

2. **Paragraphs of description:**
   >He walks with pride and grace, performing a dance of disdain.
   >He enjoys TV commercials, especially those for Meow Mix and 9 Lives.
   >Gregory is as finicky about visitors

LESSON PLAN (02)

TOPIC

:

Simple Present Tense

STUDENT'S AGE   : 12-15 Years

DURATION   : 40 MINUTES

GOLAS   : At the ends of the lesson, the students are
expected to:

1) Know how to read and pronounce simple present tense in a
   short story or sentences.

2) Be able to make simple present tense in sentences or in a
   short story and read it without looking in the book/or note.

METHOD   :

I.   ACTIVITIES

A. OPENING ACTIVITIES (5 MINUTES)

1) The teacher great the students after she/he entering the
   class (Assalamu'alaikum, good morning/afternoon).

2) Checking the students attendance

3) Asking about how they are feeling at that time, and give
   them the motivation words.

4) Ask the students to praying together, before starting the
   class.

5) Tell them a hint/clue about what will be learning that day.

B. MAIN ACTIVITIES (30 MINUTES)

1) The teacher explains about the material, in this case simple present tense.

2) The teacher writes the material on the board.

3) The teacher gives the students explanation and example about simple present tense in sentences/in dialogue.

4) After that, the teacher asks the students to make short sentences or dialogue with their chair mate/individual and present it in front of the class.

5) The teacher teaches the students how to spell and pronounce the words.

C. CLOSING ACTIVITIES (5 MINUTES)

1) Making and giving the summary about the material, simple present tense.

2) Giving the students homework related to the material simple present tense (Such as, try to find the more

examples about simple present tense in the internet, books and other resources.)

3) Before closing the class, ask the leader to pray together.

4) Giving short explanation about the next meeting and the new material

II.   MEDIA

Formula and Examples of simple present tense

Subject	Verb	Complement
I	am	
you we they	are	object adjective adverb etc
she he it	is	

25 Examples of Simple Present Tense Sentences

1. My father **goes** to gym every day.
2. She loves to **play** basketball.
3. She **thinks** he is very handsome.
4. I **run** every weekend.
5. We **play** tennis every morning.
6. Does he **write** an email?
7. They **talk** too much.
8. Does he **go** to school?
9. It usually **rains** every day here.
10. It **smells** very delicious in the kitchen.
11. My son **lives** in London.
12. My sisters **do** the ironing.
13. They **make** the bed.
14. My father always **washes** the cars.
15. My teacher sometimes **forgets** his keys.
16. I **like** ice-cream.
17. The students **wear** their uniform.
18. It **smells** very delicious in the kitchen.
19. Alex **brushes** her teeth twice a day.
20. He **gets up** early every day.
21. They **speak** English in USA.
22. We generally **sing** songs all together.
23. We go to a gallery every Sunday.
24. They **drive** their kids to school every day.
25. We **walk** slowly.

www.englishgrammarhere.com

Daily Routine Example

I wake up 7 o'clock. I take the car to work and get into the office about at 9. At the weekend, I usually have breakfast on our balcony and talk with the kids. I rarely go out during the week as I prefer to relax at home after work.

LESSON PLAN (03)

TOPIC   : Procedure Text

STUDENT'S AGE   : 12-15 Years

DURATION   : 40 MINUTES

GOLAS   : At the ends of the lesson, the students are expected to:

1) Know how to read and pronounce procedure text in front of the class individually.

2) Be able to make a short procedure text, and read it without looking in the book/or note.

METHOD   :

I.   ACTIVITIES

A. OPENING ACTIVITIES (5 MINUTES)

1) The teacher great the students after she/he entering the class (Assalamu'alaikum, good morning/afternoon).

2) Checking the students attendance

3) Asking about how they are feeling at that time, and give them the motivation words.

4) Ask the students to praying together, before starting the class.

5) Tell them a hint/clue about what will be learning that day.

B. MAIN ACTIVITIES (30 MINUTES)

1) The teacher explains about the material, in this case procedure text.

2) The teacher writes the material on the board.

3) The teacher gives the students explanation and example about procedure text.

4) After that, the teacher asks the students to make short of procedure text, then the teacher command them to come in front the class one by one to present their task given by the teacher before.

5) The teacher teaches the students how to spell and pronounce the words.

C. CLOSING ACTIVITIES (5 MINUTES)

1) Making and giving the summary about the material, in this case procedure text.

2) Giving the students homework related to the material procedure text (Such as, try to find the more examples about procedure text in the internet, books and other resources.)

3) Before closing the class, ask the leader to pray together.

4) Giving short explanation about the next meeting and the new material

II. MEDIA

Examples of procedure text

HOW TO MAKE A CUP OF COFFEE

INGREDIENTS :
- 2 spoons of sugar
- one spoon of coffee powder
- hot water
- a cup
- a spoon

PROCEDURE :
1. Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.
2. Put one spoon of coffee powder into the cup.
3. Pour some hot water into the cup.
4. Add 2 spoons of sugar into a cup of coffee.
5. Stir it well and the hot coffee is ready to drink

Language Center

Example:

How to make mango juice

Material
squeeze of mango
a half glass of water
a glass of ice pack
a spoon of sugar

Steps:

First, peel the mango and clean it
Next, cut the mango into pieces and put them into the juicer
Then, put the water, ice and sugar
After that turn on the juice and wait about 15 seconds
Finally, pour the mango juice into the glass and ready to drink

LESSON PLAN (04)

TOPIC : Asking and Giving Opinion

STUDENT'S AGE : 12-15 Years

DURATION : 40 MINUTES

GOLAS : At the ends of the lesson, the students are

expected to:

1) Know how to saying and express of how to asking and giving opinion to friends, teacher, parents, and the others.

2) Be able to make a short story, sentences or dialogue of expression asking and giving opinion, pairing with their friends/or chair mate/individually, and read it without looking in the book/or note.

METHOD :

I. ACTIVITIES

A. OPENING ACTIVITIES (5 MINUTES)

1) The teacher great the students after she/he entering the class (Assalamu'alaikum, good morning/afternoon).

2) Checking the students attendance

3) Asking about how they are feeling at that time, and give them the motivation words.

4) Ask the students to praying together, before starting the class.

5) Tell them a hint/clue about what will be learning that day.

B. MAIN ACTIVITIES (30 MINUTES)

1) The teacher explains about the material, in this case the expression of asking and giving opinion

2) The teacher writes the material on the board.

3) The teacher gives the students explanation and example about the expression of asking and giving opinion.

4) After that, the teacher asks the students to make short dialogue/sentences of asking and giving opinion, pairing with their chair mate/come by alone in front of the class. And then, presented their work in front of the class.

5) The teacher teaches the students how to spell and pronounce the words.

C. CLOSING ACTIVITIES (5 MINUTES)

1) Making and giving the summary about the material, in this case the expression of asking and giving opinion.

2) Giving the students homework related to the material expression of asking and giving opinion (Such as, try to find the more examples about asking and giving opinion in the internet, books and other resources.)

3) Before closing the class, ask the leader to pray together.

4) Giving short explanation about the next meeting and the new material

II. MEDIA

Example of expression of asking and giving opinion

- **Expression and Examples of Asking and Giving Opinion**

FUNCTIONAL LANGUAGE

giving opinions

As far as I'm concerned ...
In my opinion ...   In my view ...
From my point of view ...
The way I see it is (that) ...
To my mind ...
Well, I reckon (that) ...
I (strongly) believe (that) ...
I (honestly) think (that) ...
I (really) feel (that) ...
Personally speaking, I believe ...
As for me, I reckon ...

asking opinions

What do you think/reckon?
Do you see what I'm getting at?
Do you know/see what I mean?
Do you agree with me?
Would you go along with that?
Would you agree with me that ...?
What are your thoughts on that?
Don't you think (that) ... ?

agreeing

I (totally) agree with you/that.
I couldn't agree more.
I'd go along with that.
I feel the same.
You're absolutely right.
Absolutely/Definitely/Exactly.
No doubt about it.
That's a good point / I see your point.
I see where you're coming from.

disagreeing

I'm afraid I disagree.
I don't agree with you/that.
I'd be inclined to disagree.
That's not the way I see it.
I don't think so / I don't feel the same

partly agreeing

I see your point but ...
I kind of agree with you/that.
I agree with you to an extent, however, ...
You make a good point, but ...

Carol : Have you heard about our school's plan to ban mobile phone in the school?

Rini : Yeah.

Carol : What do you think about it?

Rini : Well, I think that's fair enough

Carol : Why do you think so?

Rini : You see... mobile phones have caused so much trouble in our class. Remember yesterday's chemistry class? Our teacher got very angry because he was interrupted by hand phone's ringing many times. This may happened again and again.

Carol : Hm'm...

Rini : Another thing is, mobile phones have caused a kind of stupid competition

Carol : What do you mean?

Rini : You know, everyone seems to compete to have the latest model

Carol : Yes, I feel that too.

Rini : So it's good idea if the school doesn't allow students to use their mobile phones in the school.

Alex and Andi are talking about their plan to have a holiday to Bali

Alex : What do you think about going to Bali next holiday?

Andi : That's a good idea. I've never been to Bali.

Alex : Do you think we should book the ticket from now or just before we go?

Andi : I think we'd better book the ticket now. Many people go to Bali in holiday. If we don't book the ticket now, we might not get any ticket later.

Alex : Yes, you are right.

UNIVERSITAS ISLAM NEGERI
M A T A R A M

Perpustakaan UIN Mataram

Pre-Test

Test of students' speaking skills

Direction:

1. The teacher make a small group, consists of 2-3 students.

2. The teacher gives the paper or the picture to each group.

3. Read the paper or the picture 10 minutes given by the teacher.

4. The teacher asks the students to discuss the paper or the picture with their group members and find as much as possible objects in the picture and describe it, include the color, the event, number of people and so on.

5. The teacher calls one by one group of the students to come in front of the class to present the paper or the picture they have been discussed with their group members.

Post-Test

Test of students' speaking skills

Direction:

1. The teacher make a small group, consists of 2-3 students.

2. The teacher gives the paper or the picture to each groups

3. Read the paper or the picture 10 minutes given by the teacher.

4. The teacher asks the students to discuss the paper or the picture with their group members and find as much as possible objects in the picture and describe it, include the color, the event, the number of people, and so on.

5. The teacher calls one by one group of the students to come in front of the class to presented the paper or the picture they have been discussed with their group members.

DOCUMENTATIONS

Pre-Test

Treatments

Post-Test

BIBLIOGRAPHY

A. Identity

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Address : Dusun Kapu, Desa Sama Guna, Kec. Tanjung, KLU-NTB

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Mother : Siti Mardiana

B. Educational Histories

1. Formal educations

   a. Elementary School, the year : SDN 3 JENGGALA, 2013

   b. Junior High School, the year : SMPN 1 TANJUNG, 2016

   c. Senior High School, the year : SMAN 1 TANUNG, 2019

Mataram, 2023

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NIM : 190107015

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Judul Skripsi : THE EFFECTIVENESS OF PRESENTATION METHOD IN IMPROVING STUDENTS' ENGLISH SPEAKING SKILL IN GRADE VII AT THE MTS AL ISTIQOMAH TELAGAWARU ACADEMIC YEAR 2022/2023

No.	Tanggal	Materi Konsultasi	Paraf
1	Senin, 10/07/023	Bab 5, tata Cara Penulisan	
2			
3	Jum'at, 4/08/2025	Bab 4, tata Cara Penulisan,	
4		findings and discussion.	
5	Kamis, 24/08/2023	tata Cara penulisan, references	
6		ACC	
7	Jum'at, 01/09/023		

Mataram, 01 September 2023
Dosen Pembimbing I

Dr. H. Pauzan, M. Hum, M. Pd.
NIP. 197312312000121002

KARTU KONSULTASI

Nama Mahasiswa   : Hana Amelia Sadasela

NIM   : 190107015

Pembimbing I   : Dr. H. Pauzan, M. Hum, M. Pd

Pembimbing II   : Jumrah, M. Pd.

Judul Skripsi   : THE EFFECTIVENESS OF PRESENTATION METHOD IN IMPROVING STUDENTS' ENGLISH SPEAKING SKILL IN GRADE VII AT THE MTS AL ISTIQOMAH TELAGAWARU ACADEMIC YEAR 2022/2023

No.	Tanggal	Materi Konsultasi	Paraf
1	Rabu, 31 Mei 2023	Perbaikan semua bagian data -	
2		Mentah hasil penelitianya,	
3	Rabu, 7 Juni 2023	Buat Pembahasan ada, Analysis	
4		ada keterkaitan, bagian -	
5	Selasa, 13 Juni 2023	Membuat apersusi, Perbaiki	
6		bagian discussion sp tani pudding	
7		dan expert.	
8	Rabu, 20 Juni 2023	ACC	
9			
10			

Mataram, 20 Juni 2023
Dosen Pembimbing II

Jumrah, M. Pd.
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Nomor	: 444/Un.12/FTK/PP.00.9/04/2023	Mataram, 06 April 2023
Lampiran	: 1 (Satu) Berkas Proposal	
Perihal	: Permohonan Rekomendasi Penelitian	

Kepada

Yth Kepala Bakesbangpoldagri Provinsi NTB

di-

Tempat

Assalamu'alaikum Wr. Wb

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama	:	Hana Amelia Sadasila
NIM	:	190107015
Fakultas	:	Tarbiyah dan Keguruan
Jurusan	:	Tadris Bahasa Inggris (TBI)
Tujuan	:	Penelitian
Lokasi Penelitian	:	MTs. AL ISTIQOMAH TELAGAWARU, LOBAR
Judul Skripsi	:	THE EFFECTIVENESS OF PRESENTATION METHOD IN IMPROVING STUDENTS' ENGLISH SPEKAING SKILL IN GRADE VII AT THE MTs. AL ISTIQOMAH TELAGAWARU ACADEMIC YEAR 2022/2023.

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih

Wassalamu'alaikum Wr. Wb

a.n. Dekan
Wakil Dekan Bidang Akademik,

Dr. Saparudin, M.Ag
NIP. 197810152007011022

REKOMENDASI PENELITIAN
NOMOR : 070 / 748 / IV / R / BKBPDN / 2023

1. **Dasar :**
   a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian Surat Dari Dekan Wakil Dekan Bidang Akademik Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri Mataram
   Nomor   : 444/Un.12/FTK/PP.00.9/04/2023
   Tanggal : 06 April 2023
   Perihal : Permohonan Rekomendasi Penelitian

2. **Menimbang :**
   Setelah mempelajari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan Rekomendasi Penelitian Kepada :

   Nama   : HANA AMELIA SADASILA
   Alamat   : Dusun Kapu   RT/RW 002/000 Kel/Desa. Sama Guna Kec. Tanjung   Kab. Lombok Utara No. Identitas 5206015512000001 No. Tlpn 081805160746
   Pekerjaan   : Mahasiswa Jurusan Tadris Bahasa Inggris
   Bidang/Judul   : THE EFFECTIVENESS OF PRESENTATION METHOD IN INPROVING STUDENTS' ENGLISH SPEAKING SKILL IN GRADE VII AT THE MTs AL - ISTIQOMAH TEALAGAWARU ACADEMIC YEAR 2022/2023
   Lokasi   : MTs. Al Istiqomah Telagawaru Lombok Barat
   Jumlah Peserta : 1 (Satu) Orang
   Lamanya   : April - Mei 2023
   Status Penelitian : Baru

3. **Hal-hal yang harus ditaati oleh Peneliti :**
   a. Sebelum melakukan Kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
   b. Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian;
   c. Peneliti harus mentaati ketentuan Perundang-Undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai maka Peneliti harus mengajukan perpanjangan Rekomendasi Penelitian;
   d. **Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpoldagri Provinsi Nusa Tenggara Barat.**
   Demikian Surat Rekomendasi Penelitian ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 15 April 2023
a.n. KEPALA BADAN KESATUAN BANGSA DAN
POLITIK DALAM NEGERI PROVINSI NTB

ZULKARNAIN, S.Pd
NIP. 19750604 199412 1 004

Tembusan disampaikan Kepada Yth:
1. Kepala Badan Riset dan Inovasi Daerah Provinsi NTB di Tempat;
2. Bupati Lombok Barat Cq. Ka. Kesbangpol Kab. Lombok Barat di Tempat;
3. Kepala Kantor Kementerian Agama Kab. Lombok Barat di Tempat;
4. Kepala Sekolah MTs. Al-Istiqomah Telagawaru Lombok Barat di Tempat;
5. Yang Bersangkutan;
6. Arsip;

PEMERINTAH PROVINSI NUSA TENGGARA BARAT

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---

SURAT IZIN
Nomor : 070 / 3154 / II – BRIDA / III / 2023
TENTANG
PENELITIAN

Dasar   : a. Peraturan Daerah Provinsi Nusa Tenggara Barat Nomor 14 Tahun 2021 Tentang Perubahan kedua atas perda No 11 Tahun 2016 Tentang Pembentukan Dan Susunan Perangkat Daerah Provinsi NTB.
b. Peraturan Gubernur NTB Nomor 49 Tahun 2021 Tentang Perubahan Ke Empat Atas Peraturan Gubernur Nomor 51 Tahun 2016 tentang Kedudukan, Susunan Organisasi, Tugas dan Fungsi serta Tata Kerja Badan-Badan Daerah Provinsi Nusa Tenggara Barat.
c. Surat Dari Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Mataram Nomor : 444/In.12/FTK/PP.00.9/04/2023 Perihal : Permohonan Izin Penelitian.
d. Surat dari BAKESBANGPOLDAGRI Provinsi Nusa Tenggara Barat Nomor : 070/748/IV/R/BKBPDN/2023 . Perihal : Rekomendasi Izin Penelitian.

MEMBERI IZIN

Kepada ;
Nama   : Hana Amelia Sadasela
NIK / NIM   : '5208015512000001 / '190107015
Instansi   : Universitas Islam Negeri Mataram
Alamat/HP   : Dusun Kapu RT 002 Desa Sama Guna Kec. Tanjung Kb. Lombok Utara / '061805160746
Untuk   : Melakukan Penelitian dengan Judul: "The Effectiveness of Presentation Method in Improving Students' English Speaking Skill in Grade VII at the MTs Al Istiqomah Telagawaru Academic Year 2023/2023"
Lokasi   : MTs Al Istiqomah Telagawaru, Lombok Barat.
Waktu   : April - Mei 2023

Dengan ketentuan agar yang bersangkutan menyerahkan hasil penelitian selambat lambatnya 1 (satu) bulan setelah selesai melakukan penelitian kepada Badan Riset Dan Inovasi Daerah Provinsi NTB via email: litbang.bridaprovntb@gmail.com

Demikian surat Izin Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di Lombok Barat
Pada tanggal, '17 April 2023
an. Kepala Brida Provinsi NTB
Kepala Bidang Litbang Inovasi Dan Teknologi

LALU SURYADI, SP. MM
NIP. 19691231 199803 1 055

Tembusan, disampaikan kepada Yth:
1. Gubernur NTB (Sebagai Laporan);
2. Bupati Lombok Barat ;
3. Kepala Kantor Kementerian Agama Kab. Lombok Barat ;
4. Dekan Fakultas Tarbiyah dan Keguruan UIN Mataram ;
5. Kepala MTs. Al Istiqomah Telagawaru Lombok Barat ;
6. Yang Bersangkutan ;
7. Arsip.

SURAT KETERANGAN
Nomor: 32dMTs.IS/TW/VI/2023

Yang bertanda tangan di bawah ini kepala madrasah Al – Istiqomah Telagawaru Desa Telagawaru Kecamatan Labuapi Kabupaten Lombok Barat menerangkan bahwa :

Nama : HANA AMELIA SADA SELA
NIM : 1901107015
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris

Bahwa yang bersangkutan memang benar telah melaksanakan penelitian di Madrasah Tsanawiyah Al – Istiqomah Telagawaru selama 1 (satu) bulan sejak tanggal 02 Mei 2023 s.d 27 Mei 2023 dengan judul penelitian " *The Effectiveness of Presentation Method in Improving Students' English Speaking Skill in Grade VII at the MTs Al Istiqomah Telagawaru Academic Year 2022/2023*"

Demikian surat keterangan ini dibuat agar dapat di pergunakan sebagaimana mestinya.

Telagawaru, 29 Mei 2023
Kepala Madrasah,

(H. AKMALUDDIN, S.Pd.I)