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THE USE OF PRESENTATION BY POWERPOINT IN IMPROVING STUDENTS' SPEAKING SKILL

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Abstract

PowerPoint is very helpful in making presentations to display points that can be captured quickly by the audience, and is expected to be a learning medium that can help students in speaking instruction. The purposes of this research are to find out the effectiveness of Presentation in improving speaking skills, and to find out obstacles that students face. This research used mixed methods with an explanatory research design. It was conducted at one of private vocational high school in Bandung Barat regency, and involved 35 tenth grade students. Data collection techniques used in this study were tests and questionnaires. The results showed that PowerPoint presentation was effective in improving students' speaking skill. The analysis indicated a normal distribution with Pretest Sig. (0.205), Posttest Sig. (0.241), and homogeneous (Sig. 0.384). The average results of the paired sample statistics included Pretest = 7.997, Posttest = 6.992, and the sample test in pairs is sig (2-tailed = 0.000). In addition, it was revealed there were obstacles faced by the students including lack of confidence, grammar, vocabulary, and pronunciation. There were also several difficulties faced by the students in describing text, establishing 2-way communication, making the text interesting, and technical problems in creating PowerPoint.

Keywords: *Speaking skill, Presentation, PowerPoint.*

INTRODUCTION

In the process there are four basic language skills. Because these four basic skills are listening, speaking, reading, writing (Karademir & Gorgoz, 2019) included in the curriculum, and the teachers aims to improve students' skills in English lessons. to communicate their thoughts, objectives, hopes, and viewpoints or to achieve certain aims. Additionally, individuals who are literate ina language are referred to as "speakers" of that language. Moreover, speaking isthe most often used language ability in

practically any context. Speaking is a method of expressing meanings for others to understand. In other words, being able to speak clearly is the most crucial communication ability in the modern world (Risma, 2021). This situation leads to the need for English learners on improving their communication skills which play a vital role that should be mastered by them. Speaking skill is the most important skill to acquire foreign or second language learning. Speaking is the ability that will be used to evaluate students the most in practical situations (Rusdi, 2019).

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Speaking skill helps people to communicate with others. Speaking is the process of creating and exchanging meaning in a range of circumstances using both verbal and nonverbal signals (Kuning, 2019). By speaking, people will get some information from other people orally. In other words, teachers have a role as sources of knowledge and students as receivers of knowledge. The preliminary studies that have been conducted in vocational schools to improve speaking skills also enrich the background of this research, the writer analyze this cases that students are below the average of other students in general. Less of responds students to the teachers' teaching methods and competitiveness among students is very weak, there are several aspects that make the writer interested in this research. The first school the writer targeted was a vocational school with the background of the low speaking ability of students while this ability is very important to support understanding related to technology, with the application of presentations to improve speaking skills is hoped that all students can have a good influence in improving their speaking skills.

English teacher feel that the media is helpful. They may additionally simplify their material for the classroom. It explains that English teachers should maintain the text as clear and cohesive as is practical (Singh, 2016). One of the technological tools that teachers utilize as learning media is PowerPoint. PowerPoint makes materials and the presentation process easier; this is because the materials in Microsoft PowerPoint are made in the form of slide to slide. One of the main benefits of Microsoft PowerPoint is that it makes it easier for the audience to understand what is being conveyed and be interested in the presentation.

From the observation results, 35 students were dissatisfied with their lack of speaking skills. The main factor tested was the limited ability of Indonesian students in English for communication because English is not their native language. Performance is the overtly visible, tangible manifestation or realization of expertise (Arniatika, 2019). Their presentation is greatly influenced by their command of the language. One of the techniques used in the teaching-learning process is the live presentation. For English language learners in academic and professional settings, the live presentation is one of the most often used speech genres (Amhar & Maulina, 2021).

One of the technological tools that teachers utilize as learning media is PowerPoint. Both proponents and opponents of PowerPoint are always debating it. The goal of the current article study is to reveal fresh perspectives on the effects of PowerPoint presentations on students. It examines the visual material displayed on PowerPoint slides. The results show that PowerPoint can improve students' performance and motivation (Savoy, 2019 as cited by Nur Aziz & Ani Setyo Dewi, 2020). Teaching style then plays a significant part in teaching and learning activities, in addition to teachers serving as the primary focus and learning material supporting the learning activities in speaking classes. Then, their practical thinking abilities, students can participate actively in the search and decision-making process (Nurhidayah, 2021).

After looking at the problem and planning the solution that will see the influence, the writer is interested in investigating the effectiveness of using the presentation by PowerPoint to improve students' speaking skill. This research will reveal not only looking for effectiveness but also this research can find out how is the obstacle in students during learning.

METHOD

In this research, the writer employed mixed method. The implementation is to involve gathering quantitative and quantitative which is

integrated into the two types of data. Mixed method includes philosophical unique presumptions and theoretical unique frameworks because the writer can present both the qualitative and quantitative data. The fundamental premise of this type of research is that combines qualitative and quantitative data reveals new information that cannot be revealed by either type of data alone (Creswell, 2018).

The "mixing" or integration of quantitative and qualitative data in a study is referred to as using mixed methods. Only analyzing your qualitative and quantitative data is insufficient Integrating the two datasets will be used for additional analysis to provide more insight into the issues and topics in the study Combining methods in social science research has recently gained momentum through a research strand called Mixed Methods Research, from mixing quantitative and qualitative (Timans et al., 2019). This research method combines the advantages of both quantitative and qualitative methods to produce a completer and more in-depth picture of the phenomena.

In this research, the writer used an Explanatory Sequential design as the research design. Sequential designs for mixed methods research come in two distinct types. Explanatory Sequential design is the second option after Exploratory Sequential design (Creswell & Clark, 2017 as cited in Abu & Toyon, 2021). In the Explanatory Sequential design, the study was started with qualitative research phase where the researcher examines the perspective of participants. The information is used to create a second quantitative research phase. The qualitative phase is used to develop an instrument which is most appropriate for the sample, and identify a suitable instrument to utilize in the quantitative phase or specify the variables that must be included in the end. The following is a schematic of explanatory sequential design adapted from Creswell 2018.

In the first phase, the writer collected Quantitative data by conducting a pretest. Then, for data analysis, the writer will analyze the results of the pretest data using SPSS, and then the writer will provide the results of the SPSS. In the second phase of following-up with qualitative data collection, the writer here uses questionnaires.

RESULT

In this part, the writer presents the result of either collecting or analyzing the data for qualitative and quantitative. For the quantitative, the writer shows the result of normality, homogeneity, the mean score and standard deviation pre-test and post-test, and test of significance (T-Test) while qualitative shows the result questionnaires' analysis.

The Use of the Presentation by Power Point to Improve Students Speaking Skill

Normality of the Data

To determine the research data that has been obtained contributes normally, the writer analyze the normality of the data with the Shapiro-Wilk test by looking at the significance number (sig) > 0.50. The result of the normality test is as follows:

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pretest	.126	35	.177	.958	35	.205
	Posttest	.163	35	.019	.961	35	.241

Based on table 4.1, this is indicated by the significant result on the pretest of 0,205 and the significance on the posttest of 0,024higher than 0.241.

Homogeneity of the Data

After the pretest and posttest data normally. The writer conducted a homogeneity test. This is done to see homogeneity in the data by looking for homogeneous if the significance value is higher than 0.05.

		Levene Statistic	df1	df2	Sig.
Hasil belajar	Based on Mean	.763	1	68	.385
	Based on Median	.702	1	68	.405
	Based on Median andwith adjusted df	.702	1	67.311	.405
	Based on trimmed mean	.766	1	68	.384

Based on the table above, the result of the homogeneity test on the pretest and posttest shows that the significance value is 0,384. That means the data is homogeneous because it is higher than 0,05.

The Mean Score and Standard deviation of students' Pre-test andPost-test

In finding the Mean Score and Standard deviation of students' Pre-test and Post-test, the writer uses SPSS version 26 in this analysis. to find out whether there was an improvement in the result of students' speaking skill before and after the implementation of the presentation using PowerPoint bycomparing a result of the pre-test and post-test. The result of the Mean Score and Standard deviation of student's Pre-test and Post-test are as follows:

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	35	24	54	39.37	7.997
Posttest	35	64	96	79.60	6.992
Valid N (listwise)	35				

From the table, it can be seen that the total score from the Pretest mean score was 39.37 with a standard deviation of 7.997. Whereas the posttest had a mean score of 79.60 with a standard deviation of 6.992. That is, the writer discovered that the mean of the posttest was higher than the pretest, indicating that there was a significant improvement in learning speaking skill following treatment with the presentation using PowerPoint.

Test of Significance (t-test)

To find out the student's pre-test and post-test, the writer used the t-test to determine whether not there was a significant difference in the mean score of the student in the pre-test and post-test. The data was analyzed using SPSS version 26. The result is as follows:

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	5% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-40.229	5.936	1.003	-40.292	-40.165	-40.091	34	.000

There are two hypotheses of research, they are:

H0 : The use of presentation using PowerPoint cannot improve students speaking skill
Ha : The use of presentation using PowerPoint can improve students speaking skill.
The hypothesis of this research is:
Ha : The use of presentation using PowerPoint can improve students speaking skill.

From the table, the result of t-test shows that sig. (2-tailed) was $0.00 < 0.050$. It means that there is significance, therefore the (Ha) was accepted and the (H0) was rejected. It can be concluded that the use of Presentation using PowerPoint can improve students' speaking skill in tenth grade vocational school students' in Cimahi.

The obstacle of Using of The Presentation by Power Point To Improve Students Speaking Skill

To find out what obstacles students faced in using the presentation PowerPoint, the writer analyzed the result of a questionnaire that had been given to 35 students in the Google form of 10 positive and negative questions using a Likert scale. The result of the questionnaire data has been analyzed as follows:

No	Questions	1	2	3	4	5
1	I lack confidence in presentations (*Saya kurang percaya diri saat presentasi*)	2	6	17	8	2
2	I'm not good at using grammar in speaking English *(Saya tidak pandai menggunakan struktur dalam berbicara bahasa inggris)*	0	0	1	1	32
3	I lack good pronunciation (*Saya tidak memiliki pengucapan yang baik*)	1	4	16	9	5
4	I struggle to describe a place in English *(Saya berjuang untuk mendeskripsikan suatu tempat dalam bahasa inggris)*	0	1	11	16	7
5	I'm having trouble establishing 2- way communication *(Saya kesulitan membangun komunikasi 2 arah)*	0	0	2	2	31

6	Description text makes me interested in learning English *(Deskripsi teks membuat saya tertarik dalam belajar bahasa inggris)*	0	1	19	13	2
7	I'm having trouble making PowerPoint *(Saya merasa kesulitan dalam membuat PowerPoint)*	0	4	15	10	6
8	I feel this Powerpoint media improves my speaking ability *(Saya merasa media Powerpoint ini meningkatkan kemampuan berbicara saya)*	0	1	15	12	7
9	Lack of vocabulary makes it difficult for me to speak English *(Kurangnya kosa kata membuat saya kesulitan berbicara bahasa inggris)*	1	1	7	12	14
10	Presentations push me to speak *(Presentasi mendorong saya untuk berbicara)*	0	1	2	1	31

Adapted from Gustin (2014)

The questionnaire had ten questions that needed to be answered by checking the statements. The data was compiled by the writer into the graph below.
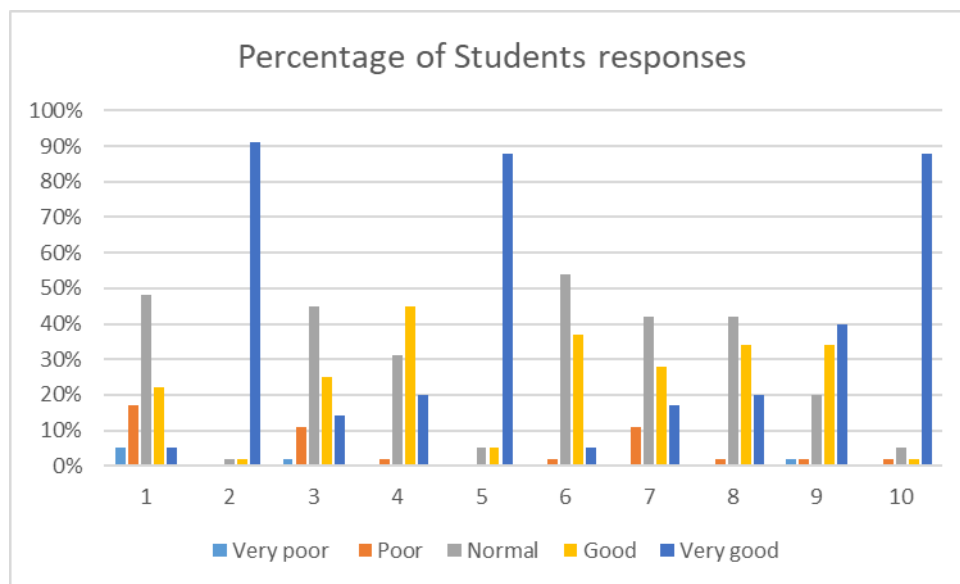
In the first question as many as 2 (5%) students chose very poor, 6(17%) students chose poor, 17 (48%) chose Normal with the mostchoices in the first question, 8 (22%) students chose good, and 2 (5%). students chose very good questions of confidence in speaking English. On the second question, no students chose very poor, no students chose poor, 1 (2%) normal, 1 (2%) student chose good, and 32 (91%)chose very good with the most choices in the second question. Students chose very well for group study very helpful to learn English. On the third question, 1 (2%) students chose very poor, 4 (11%) students chose poor, 16 (45%) chose Normal with the most choices in the third question, 9 (25%) students chose good, and 5 (14%) students chose very well to avoid English grammar. On the fourth question, no students chose very poor, 1 (2%) student chose poor, 11 (31%) students chose very normal, 16 (45%) chose goodwith the most choices in

the fourth question, and 7 (20%) students chose very good. For their efforts to describe a place in English. On the fifth question, no one chose very poor, no one chose for poor,2 (5%) students chose very normal, 2 (5%) students chose good, and 31(88%) chose very good with the most choices in the fifth question. Media statements interest me to be able to speak English.

On the sixth question, no one chose very poor, 1 (2%) student chose poor, 19 (54%) chose Normal with most choices in the sixth question, 13 (37%) students chose good, and 2 (5%) students chose very good. For questions, the Description text makes me interested in learning English On the seventh question no one chose very poor, 4 (11%) students chose poor, 15 (42%) chose Normal with the most choices in the seventh question, 10 (28%) students chose good, and 6 (17%) studentschose very well. To the question, students are not good at using structure in English. On the eighth question, no one chose first this question very poor, 1(2%) student chose poor, 15 (42%) chose Normal with the most choices in the eighth question, 12 (34%) students chose good, and 7 (20%) students chose very good. For questions, students feel this Powerpoint media improves their speaking skills. On the ninth question, 1 (2%) student chose very poor, 1 (2%) student chose not good, 7 (20%) students chose very average, 12 (34%) students chose good, and 14 (40%) chose normal with the most choicesin the ninth question.

For questions, the lack of vocabulary makes it difficult to speak English. On the tenth question no one chose very poor, 1 student (2%) chose poor, 2 (5%) students chose normal, 1 (2%) student chose good, and 31 (88%) chose very good with the most choices in the last question. For Presentation questions push me to speak. The result shows that there are only a few obstacles that students face in learning speaking

skills using PowerPoint. Whereas there are a lot of students that feel interested in PowerPoint, and after learning speaking skills using PowerPoint. Students feel that their ability is increasing and more skilled, and a lot of students agree that PowerPoint is easy to use in learning speaking skills.

DISCUSION

For the effectiveness, the test given to students is in the form of 35 with individual presentations in front of the class. The writer divides the test into two types, namely pretest and posttest. The lowest score on the pretest was 24 and the highest score was 54. The lowest score on the posttest was 64 and the highest score was 96. There was a significant difference from the average pretest results before being given treatment and posttest after being given presentation treatment in learning to speaking presentation. Furthermore, the authors use SPSS version 26 to analyze statistical data. To test the effectiveness of using PowerPoint in improving students' speaking, hypothesis statistics are needed in this study. Data was collected from the results of the pretest (before treatment) and posttest (after treatment) scores on 35 students.

In this section, the writer discusses the result of pre-test and post-test data analysis according to the objective of the study. An outcome study was conducted at pre-test and post-test to examine students' prior knowledge of speaking before and after treatment using presentation by PowerPoint. The writer used SPSS version 26 to find the effectiveness of using presentation by PowerPoint looking through the average pre-test and post-test, standard deviation, mean, and t-test result values as the factors in this study.

The writer conducted four stages in analyzing the data. First, the results showed that the data from the pretest and posttest contributed normally. The Shapiro Wilk test findings show this, with a significant pretest of 0.205 and posttest of

0.241. Because sig > 0.05, the significance results are normal. The writer can further study the data. Second, the homogeneity data test is performed on the outcomes of the students' pre- and posttest scores. This test ensures that the data obtained for measurement comes from the same or a homogeneous population. The data results reveal that the investigated data is homogeneous. This is demonstrated by the results of a significant value of 0.384 > 0.05, indicating that the data is homogeneous.

The third is Descriptive Statistic Pretest mean score was 39.37 with a standard deviation of 7.997. Whereas the posttest had a mean score of 79.60 with a standard deviation of 6.992. That is, the writer discovered that the mean of the posttest was higher than the pretest, indicating that there was a significant improvement in learning speaking skill following treatment with the presentation using PowerPoint. The fourth is a paired sample statistical test, where data is collected to determine the average results of the data before and after being presented with PowerPoint, namely pretest and posttest. The findings of this study are derived from individual student presentations using PowerPoint. The data obtained an average value of 40.00 on the pretest. This means that the results of student scores are still relatively low, and the writer assume that students' speaking skill is still relatively low. Furthermore, the data shows an increase in students' posttest scores of 82.06 after using PowerPoint.

In other words, presentations by PowerPoint help students can improve speaking skills and give good results in the final test given to students. To test the statistical hypothesis in this study using the paired sample test or known as the t test. There are two types of hypotheses in this study, namely the null hypothesis (H0) this means that there is no significant improvement speaking skill and the

alternative hypothesis (Ha) is the opposite. The hypothesis testing standard is H0 rejected if the sig (2-tailed) level value <0.05. The statistical analysis results show the sig value (2-tailed) = (0.000). Sig value coefficient (2-tailed) 0.000 <0.05. Thus, the test results show that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. This shows that there is a significant presentation by PowerPoint can improve speaking skill.

In other words, presentation through PowerPoint can be applied in the learning process in class, especially in improving students' speaking skills. And the writer can conclude that the presentation by PowerPoint has an effect on improving students' speaking skills in twelfth grade of SMK Cendikia Batujajar. The results of this study are in line with the results of previous studies conducted by (Fauzi & Hanifah, 2018) that presentation by PowerPoint is an effective way to improve students' speaking skill. That presentations by PowerPoint are an effective way to improve students' speaking skills, the research uses a qualitative method and only conducted 2 meetings.

For the obstacles, the writer used a questionnaire to see the obstacle that students face. Results show that the use presentation by PowerPoint to improve speaking skill. An important role in the student's score and perception. And the use of presentations by PowerPoint had a big impact on students. Moreover, there is also the positive and negative impact that the writer experience when using the presentation by PowerPoint to improve speaking skill. The positive impact is that many students are interested in the media that used presentation by PowerPoint, and they also enjoy the learning process. Second, is the negative impact that there are still many students who are less motivated to learn speaking skill. Besides that, many students feel that learning using

presentations by PowerPoint can enhance their speaking ability, and also the use of presentation in the learning process is more attractive. This happens because of the lack of pronunciation in students, so students find it difficult to express the content of speaking in English. When students have problems with vocabulary and pronunciation, students feel less confident or embarrassed to read or express their opinions in front of the class.

This is in line with the findings (Fahmeda Zarin, 2019) which states that speaking is a problem faced by students during presentations. Students are more silent because they less confidence, less vocabulary, and the courage to speak English. Foreign language learners with a limited vocabulary take longer to learn new vocabulary items, are less able to understand texts, and are less involved in oral communication with their peers.

CONCLUSION

Presentation by PowerPoint is effective to improve students' Speaking Skill. It was found that the data results from the pretest and posttest contributed normally, with a significant pretest of 0.205 and posttest of 0.241. The data homogeneity test revealed that the data was homogeneous with Sig = 0.384. Descriptive Statistic Pretest mean score was 39.37 with a standard deviation of 7.997. Whereas the posttest had a mean score of 79.60 with a standard deviation of 6.992. The In addition, the data collected from a paired sample statistics test, showed a mean score of 40.229. Then, the results of the paired sample test analysis showed that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted with a sig value (2-tailed) = (0.000). The obstacles faced by the students when implementing Presentation by PowerPoint. Lack of confident (48%), lack of grammar (91%), lack of pronunciation, trouble describe teks (45%), trouble establishing 2-way communication (88%), describe teks make interested (54%), trouble making PowerPoint (42%), PowerPoint improve my speaking skill (42%), lack vocabulary (40%), presentation push me to speak (88%).

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