

# **IMPROVING STUDENT’S SPEAKING SKILLS THROUGH POWERPOINT PRESENTATION**

(A Classroom Action Research at Eleven Grade of MA.Massaratul Mutaalimin  
Banten )

## **A PAPER**

Submitted to the Department of English Education. The Faculty of  
Education and Teacher Training, as a partial of the Requirements for  
the sarjana Degree (S1)



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2017 A.D. / 1439 A.H.**

## **STATEMENT OF ORIGINALITY**

I here with declare that the research paper as a partial fulfillment of the requirement for the Sarjana degree and submitted to the English education department, the faculty of education and teacher training wholly constitutes my own original scientific writing.

As for the other person' work whose ideas were quoted in this paper had been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the word scientific writing tradition.

However, if the originality of this paper ether partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive my consequences in the form of any section such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, June 2<sup>th</sup>, 2018

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**SITI NURI NILA SARI, 2018 *Improving Students Speaking Skill Through PowerPoint Presentation. ( A Classroom Action Research at Eleven Grade of MA. Massarotul Mutaalimin Banten, Kasemen Serang – Banten ). Undergraduate research paper, Department of English Education, Education and Teacher Training Faculty, University Of Islamic State, Sultan Maulana Hassanuddin Banten. Adviser : Eulis Rahmawati. M.Pd. and Ila Amalia, M.Pd.***

## **ABSTRACT**

This research investigates the application of PowerPoint Presentation as media to improve students' speaking ability at Eleven Grade of MA Massarotul Mutaalimin Banten. The research is conducted based on the main problems: How is the students' skill in speaking at the Eleven grade students of MA Massarotul Mutaalimin Banten? How is the implementation of PowerPoint Presentation in improving students speaking skill? How is the effect of PowerPoint Presentation to the students improvement in speaking skill? In reference to mentioned research problem, this research is aimed to investigate how PowerPoint Presentation as media to improve students speaking skill in MA Massarotul Mutaalimin Banten. The method of this research use Classroom Action Research with three cycle model as follows: planning, action, observation, and reflection. The subject of this research is the eleven grade of MA Massarotul Mutaalimin Banten. The time of this research is one month of the second semester, 2018. The data is collected by observation, test, and interview. The result of this research in the first cycle, the highest score is 65, the lowest score is 20, the average score is 41.90, and the position of speaking proficiency level or rating in level 1+. In the second cycle, the highest score is 85, the lowest score is 40, the average score is 55.27, and the position of speaking proficiency level or rating in level 2+. And the last cycle, the highest score is 95, the lowest score is 59, the average score is 77.27, and the position of speaking proficiency level or rating in level 3+.

### THE ADVISER APPROVAL

This is to certify that undergraduate research paper of Siti Nuri Nila Sari entitled “*Improving Students Speaking Skill Through PowerPoint Presentation* ( A Classroom Action Research At the Eleven Grade Of MA. Massarotul Mutaalimin Banten )” has been approved by the research paper advisers for further approval by the board of examiners.

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( A Classroom Action Research At the Eleven Grade Of MA.  
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## **A BRIEF BIOGRAPHY**

The writer, Siti Nuri Nila Sari, was born in Serang, on January 27<sup>th</sup> 1996. She is the first daughter of two children from couple Bambang Tursino and Fatmiah. She was graduated from state elementary School at SDN Karangantu in 2008, and then she was the graduated from Junior High School at SMPN 5 Kota Serang in 2011. In 2014 she was graduated from Senior High School at MA. Massarotul Mutaalimin Banten in 2014.

In 2014 she improved her knowledge to continued her study by joining undergraduate program of English Education Department Education and Teacher Training Faculty University Of Islamic State Sultan Maulana Hasanuddin Banten.

Serang, June 2<sup>th</sup>, 2018

The Writer,

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## DEDICATION

*With deep love, this paper dedicated to:*

*My beloved parents Mr. Bambang and Mrs. Fatriyah.*

*For all love, prayer, advice, sacrifice, strength and every single thing  
you give me, leading me to the right path blessed by him and prepare  
everything well related to my better future.*

*~Thanks so Much~*



## MOTTO

*-Man yazro' yahsud -  
"Barang siapa yang menanam pasti akan  
memetik (menuai)."*

*~Mahfudzot-*

## ACKNOWLEDGEMENT

In the name of Allah, the Merciful, the Compassionate. All praises be to Allah SWT, lord of the word, who has given us many mercies and blessing and led us with this revealed religion to the right way of life, peace and blessing rewarded to Muhammad SAW, the beloved Prophet, his family and companions as well as his followers.

The writer has already finished writing this paper after having sacrificed all energy, struggle, and time for many months. This paper title "*Improving Students Speaking Skill Through PowerPoint Presentation ( A Classroom Action Research At the Eleven Grade Of MA. Massarotul Mutaalimin Banten )*", to fulfill the requirement of getting Sarjana Degree in teaching English. Furthermore, the writer is really in debt to Eulis Rahmawait,. M.Pd. and Ila Amalia, M.Pd. as the advisers.

The writers also express the deepest gratitude to those who helper the writer in finishing this work, they are:

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Serang, June 02<sup>th</sup>, 2018

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

The purpose of teaching English language at school is to develop the students' language skills. There are four major skills that should be mastered by students in learning English, there are listening, speaking, reading, and writing. In learning English, students are expected to be able to master all language skill of English. To be able to use English well, speaking is one of the important skill, because speaking is so much a part of daily life<sup>1</sup> and used to express their ideas and to communication with each other. According to Jack. Richards ( definition of speaking skill, The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. In learning speaking skill students to be getting confident to speak, exploring ideas, or communication by English well. Than speaking skill are the skill give us the ability to communicate effectively.

According to many students, speaking skill is difficult because students lack on confident, feeling nervous, and less on vocabulary. This matter is supported by Jack C. Richard's statement. "Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction."<sup>2</sup>

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<sup>1</sup> Jeremy Harmer, *how to Teach Speaking*, (New Zealand: Pearson Education, 2005), 1

<sup>2</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002).

They had difficulties in pronouncing certain English word, most students lacked vocabulary mastery, they preferred to be silent and not fully participate in the classroom activity because not confident to speak. It is also caused by environmental factor and learning students MA Massaratul Mutaalimin Banten.

Since English is a foreign language for students of Indonesia to be able to speak well is not easy for students. To achieve the literacy, especially in speaking, students should have good qualities in pronunciation, grammar, and expressing the ideas fluently with appropriate word choices, however, most students lacked vocabulary mastery, students are not confident to speak English, and feel not interested in English lessons. With this problem teacher must understand the situation and condition also the students problems in mastering speaking skill. The teacher can do is by applying fun and enjoyable teaching technique. Therefore, teacher strive to improve teaching method that could facilitate students acquire English language. Learning English language it can be easy by using media, it is PowerPoint Presentation. This technology helps the teacher to bring almost real life situation into the classroom. Implementing PowerPoint Presentation can help students to change their speaking skill. Thus, they don't feel bored and interesting to learn English but it is enjoyable and attractive learning English process.

Teaching with PowerPoint Presentation can be applied by teacher with the creativity of teacher to improve the material to students. The use of PowerPoint Presentation almost all the students to see the slide and sometimes even image accompanying

the texts.<sup>3</sup> PowerPoint can enhance your teaching sessions by providing a roadmap, reinforcing what you say and allowing you to use graphics and other multimedia to clarify understanding and to support different learning styles.<sup>4</sup>

From the result of observation of English language speaking skill students MA Massaratul Mutaalimin Banten, researcher concluded that students are below the average of other students in general. Less of responds students to the teacher's teaching methods and competitiveness among students is very weak. The researchers explained want to be change the mindset students to acquire English language confidently and interesting to improve ability to speak English.

This research will use the teaching with PowerPoint Presentation to improve student's speaking skills to help students speak fluency with confidence, make acquire English language interests and students easy in learning process. Because teaching with PowerPoint supports multimedia such as video, audio, images and animation. Students were learning better when their attention was captured via highlighting, color, different fonts, and visual effects<sup>5</sup>. PowerPoint presentations made the content more appealing therefore, they helped them to take students' attention.

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<sup>3</sup> Emmanuel C. Sharndamal, *Application of ICTs in Teaching and Learning English (ELT) in Large Classes*, (accessed on November 09,2017).37. From <http://www.theartsjournal.org>

<sup>4</sup>WARWICK, *Learning and Developing Center*; accessed on November 22, 2017. From <https://www2.warwick.ac.uk/services/ldc/resource/eguides/overviewppt/>

<sup>5</sup>Fateme Samiei Lari. *The Impact of Using PowerPoint Presentations on Students' Learning and Motivation in Secondary Schools*. accessed on November 22, 2017. From <https://core.ac.uk/download/pdf/82348198.pdf>

## **B. Identification of the Problems**

The identification of problems are :

- 1) Students do not enjoy learning English language.
- 2) Less vocabulary mastery.
- 3) Students lack of interaction communication.
- 4) Students lack of the material comprehension.
- 5) Students low utterance English language and speak fluency with confidence.
- 6) Environment which not support

## **C. The Limitation of Problem**

Based on the identification of problem, the researcher limits them as follow :

1. The researcher focuses on using PowerPoint Presentation in teaching speaking to solve the identification problem.
2. The object of research is students of the eleven grade of MA Massarotul Mutaalimin Banten.

The research methodology uses in this research is Classroom Action Research.

## **D. Statements of the Problems**

The statement of problem are :

- 1) How is the students' skill in speaking at the Eleven grade students of MA Massarotul Mutaalimin Banten?
- 2) How is the implementation of PowerPoint Presentation in improving students speaking skill?
- 3) How is the effect of PowerPoint Presentation to the students

improvement in speaking skill?

### **E. Objectives of the Study**

The objectives of study are :

- 1) The students' skill in speaking at the Eleven grade students of MA Massarotull Mutaalimin Banten.
- 2) To know the implementation of PowerPoint Presentation in improving students speaking skill.#
- 3) To identify the effect of PowerPoint Presentation to the students improvement in speaking skill.

### **F. Significance of the Study**

#### 1) Researcher

- a. It can use reference method for future.
- b. It can add insight for writer.

That means the researcher can use this research paper to be her/his learning resource later and gaining knowledge for it.

#### 2) Teacher

- a. It can be used as input for teacher in the teaching.
- b. Provide insight for improving students speaking skills.

That means this paper research can be aid for teacher to be reference for he/his teaching and then the teacher can improve her /his speaking skills.

#### 3) Students

- a. The result this research can motivate the students to improve their speaking skills.
- b. Students get problem solving in improve speaking skills.

- c. Students can speak fluency with confidence, make acquire English language interest and students easy in learning process by using Community Language Learning teaching with PowerPoint Presentation.

## **G. Previous Study**

- 1) Lina Agustina. Improving Students' Speaking Skill Through Picture-Series To Result Learning Of Students At Eleventh Grade Of MA DARUL IRFAN Jiput – Pandeglang. The research is Classroom Action Research By Using Picture Series.

From the previous studies above there some difference with this research. The differences are as follow. They are using PowerPoint Presentation technique. This study use qualitative research as method and using observation and interview as technique collecting data.

- 2) Faisal Abdau Rahman. The Fluence of Teaching with Video In Developing Speaking Ability With Community Language Learning. To result Learning of study At SMP IT Bait Et Tauhied. The Research is Classroom Action Research by using Video.

From the previous studies above there some difference with this research. The differences are as follow. They are using PowerPoint Presentation technique to influence the result of social science elevent grade. By using classroom action research as method. This study use qualitative research as method and using observation and interview as technique collecting data.

- 3) Muhammad Busro Muhib. Penarapan model pembelajaran kooperatif tipe time token untuk meningkatkan keterampilan berbicara bahasa perancis siswa kelas XI SMAN 1 Mertoyudan Magelang. The research is Classroom Action Research By Using Time Token. This research used qualitative and quantitative method. Observation, Interview, Documentation, and Test as technique collecting data.

From the previous studies above there some difference with this research. The differences are as follow. They are using PowerPoint Presentation technique . By using Classroom Action Research as method and using Observation and Interview as technique collecting data. This study use qualitative research as method.

In this research, the researcher uses the title the improving students' speaking skill through PowerPoint presentation at eleven grade students. It uses classroom action research as the method and observation and interview as technique collecting data.

## **H. Organization of The Research Paper**

The researcher divides into five chapters as follows:

**CHAPTER I :** Introduction, this chapter explain Background of the Study, Identification of the Problems, The Limitation of Problem, Statement of the Problems, Objectives of the Study, Objectives of the Study, Significance of the Study, Previous Study, and, Organization of The Research Paper.

**CHAPTER II :** Theoretical Review, discusses the definition of

speaking, type of speaking, assessing speaking, function of speaking, definition of PowerPoint presentation, teaching spoken English, the benefit of using PowerPoint Presentation.

**CHAPTER III :** Method of The Research, the third chapter it contains Research Method and Design, Subject of The Research, Place and Time of The Research, Technique Data Collecting, Procedure of The Research, Students Score, and Technique of Data Analysis.

**CHAPTER IV :** Result And Discussion, this Chapter explains about the describe result of the research and discussion, it contains describe Result of the Research, Process of The Research, Time of The Research, Cycle I, Cycle II, Cycle III.

**CHAPTER V :** Conclusions and Suggestion, the fifth chapter contains conclusions and suggestion for the next research.

The final part of this paper consists of a list of references, attachments and list biography of the researcher.



## CHAPTER II

### THEORETICAL REVIEW

#### A. Definition of Speaking

According to Brown, speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.<sup>6</sup> It means that when we speak something it can be directly measured by listener. While according to Nunan, in Emma Rosana, states that:

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (“linguistic competence”), but also that they understand when, why, and in what ways to produce language (“sociolinguistic competence”).<sup>7</sup>

In speaking there are process to be utterance. It consists of linguistic element involved speaking. First is phoneme, phoneme is a small unit of language which has not meaning. It can be consonants like p or b. Second is morpheme, morpheme is a unit of language it can stand alone and has a meaning like hat, already, etc. Third is phrase and clause, phrase is consists two or more words but do not have subject or verb marked for tense. Clauses are two or more words do contain a verb marked for tense. Fourth is utterance,

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<sup>6</sup> H. Douglas Brown, *Language assessment principle and classroom practice* (New York: Pearson Education, 2004), 140-141

<sup>7</sup> Emma Rosana F., “*Teaching Speaking of English as A Foreign Language: Problems and Solutions*”, English Education Journal Lambung Mangkurat University.

utterance is fully formed grammatical sentence. But these element will be difficult for the leaners who use English as foreign language. Especially learners in Indonesia, they will feel difficult if must to speak by linguistic elements. This is corroborated by Kang Shumin in Richard's book that speaking a language is especially difficult for foreign language learners because effective oral communication require the ability to use the language appropriately in social interactions.<sup>8</sup> Than they can speak by completely but it is not perfect.

Other opinion, Martin said that "speaking is used in, suited to, or involving speech"<sup>9</sup> it means that speaking is a way for speaking information to other people or to express or make know with the voice. The mastery of speaking skill in English is priority for many second language or foreign-language learners.

## **B. Assessing Speaking**

The component which must be assessed in speaking are accent, grammar, vocabulary, fluency and comprehension.<sup>10</sup>

### **1. Accent**

- a. Pronunciation frequently unintelligible.
- b. Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition.

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<sup>8</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2008), 204.

<sup>9</sup> Martin H Manser, *Oxford Learner's Pocket Dictionary new edition*, 171.

<sup>10</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2008), 222.

- c. 'Foreign accent' requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
  - d. Marked 'Foreign accent' and occasional mispronunciations which do not interfere with understanding.
  - e. No conspicuous mispronunciations, but would not be taken for a native speaker.
  - f. Native pronunciation with no trace of 'Foreign Accent'.
2. Grammar
- a. Almost entirely in accurate a phrases.
  - b. Constant errors showing control of very few major patterns and frequently preventing communication.
  - c. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
  - d. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
  - e. Few errors, with no patterns of failure.
  - f. No more than two errors during the interview.
3. Vocabulary
- a. Vocabulary inadequate for even the simplest conversation.
  - b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
  - c. Choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.

- d. Professional vocabulary adequate to discuss special interests  
general vocabulary permits discussion of any non-technical  
subject with some circumlocutions.
  - e. Professional vocabulary broad and precise general  
vocabulary adequate to cope with complex practical  
problems and varied social situations.
  - f. Vocabulary apparently as accurate and extensive as that of  
an educated native speaker.
4. Fluency
- a. Speech is so halting and fragmentary that conversation is  
virtually impossible.
  - b. Speech is very slow and uneven except for short or routine  
sentences.
  - c. Speech is frequently hesitant and jerky: sentences may be  
left uncompleted.
  - d. Speech is occasionally hesitant. With some unevenness  
caused by rephrasing and groping of word.
  - e. Speech is effortless and smooth, but perceptibly non-native  
in speech and evenness.
  - f. Speech on all professional and general topics as effortless  
and smooth as a native speaker's.
5. Comprehension<sup>11</sup>
- a. Understand too little for the simplest type of conversation.

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<sup>11</sup> Arthur Hughes, *Testing For Language Teachers*, (New York: Cambridge University Press, 1989), 113.

- b. Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
- c. Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
- d. Understand quite well normal educated speech when engaged in a dialogue. But requires occasional repetition and rephrasing.
- e. Understand everything in normal educated conversation except for very colloquial or low; frequency items, exceptionally rapid or slurred speech.
- f. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

The components which measure in this research are grammar, vocabulary, fluency and comprehension. The rating sheet of speaking test as the follow :

Table 2.1

**Conversational English Proficiency Weighting Table**

<b>Proficiency Description</b>	<b>-&gt;</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Total</b>
Accent		0	1	2	2	3	4	
Grammar		6	12	18	24	30	36	
vocabulary		4	8	12	16	20	24	
Fluency		2	4	6	8	10	12	

Comprehension		4	8	12	15	19	23	
Total								

*Adapted from the FSI Proficiency Rating (as cited in Higgs & Clifford, 1982).*

To interpret the students score, the researcher identifies the total of the students score based on level as follow :

Table 2.2

### **The level of students' speaking**

<b>Total Score</b>	<b>Level</b>
16 – 25	0+
26 – 32	1
33 – 42	1+
43 – 52	2
53 – 62	2+
63 – 72	3
73 – 82	3+
83 – 92	4
93 – 99	4+

### **C. Type of Speaking**

There are five types of speaking as follows:<sup>12</sup>

- 1) Imitative

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<sup>12</sup> H Douglas Brown, *Language Assessment Principle and Classroom Practice* (New York: Pearson Education, 2004).141-142.

Imitative is the ability to imitate a word or phrase or a sentence. This type is like parrot which imitate the sounds. This used to assess the oral production and the kind of it is phone pass test.

2) Intensive.

Intensive is the type of speaking that assessment the context of production in competences grammatical, phrasal, lexical and phonological. And the kind test of this types is directed response tasks, sentence or dialogue completion tasks and oral questioner and picture cued tasks.

3) Responsive.

The responsive types is assessing tasks interactions, it such as question and answer, paraphrasing, giving instructions and directions, test of spoken English (TSE).

4) Interactive.

This type is including the tasks that involve long stretches of interactive discourse it such as interviews, role play, discussion, games. And this type has long duration but less interaction such as speeches, telling longer stories, and extended explanation

5) Extensive.

Extensive speaking tasks involve complex and relative stretches of discourse. The variations of this type on monologues, it such as oral presentation, picture-cued storytelling, retelling a story, new event and translation.

All the types above can be used in the classroom. However researcher will only use extensive type because this type suitable by the technique which the researcher used in this research.

#### **D. Definition of PowerPoint Presentation.**

Computer is one of teaching media that has been familiar to students in this era, and teachers as the students' facilitator should have known it better than their students to professionally provide the teaching learning process that will achieve the aims of teaching.

Teachers have been familiar with one of softwares in computer especially in microsoft office called as Microsoft Power Point. This software is specialized to help teacher presenting the presentations with digital slides that is possibly added by words, sentences, texts, pictures, audio, videos, and any others. The benefit of using digital presentation is about managing time of teaching. Teachers sometimes have problems with the limited time in delivering materials to students, it is commonly caused by some teaching steps that need tools as teaching aids such as; pictures, audio, videos, long paragraphs, and so on.

PowerPoint is an educational tool for teaching and delivering materials in classes. PowerPoint Presentation or lecture has the power to reveal a talk's organization, to illuminate a speaker's points, to illustrate patterns and numbers, and to capture and hold an audience's attention. PowerPoint's potential to increase



students' understanding is best exploited with slides that illustrate or explain a point visually.<sup>13</sup>

Power Point is a program which is specialized to facilitate people in order to do the presentations. The presenters are able to put or insert the files they would like to show such as; texts or paragraphs, audio files, videos, or even some web's addresses to easily conduct the presentation. For the present days, Power Point is well-known as digital presentation.

#### **E. Teaching Spoken Language.**

PowerPoint Presentation is also good for teaching spoken Language, The students can be taught the art of public speaking through slide presentations with power point projector. This will offer them training in public speaking and expressing themselves in English language<sup>14</sup>. With PowerPoint Presentation can develop their research skills, improve their creativity, and gain confidence speaking in front of others. Using power-point presentations in the classroom can improve the efficiency of English language teaching and learning.

If PowerPoint is used in lectures, the best practice is to limit the amount of information contained on each slide, and to consider developing slides that use the assertion-evidence (A-E) approach to

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<sup>13</sup> Linda Cronwell, "*what the impact of power point lectures on learning?*" accessed on October 23 2017. From <http://www.hagerstowncc.edu/docs/fletcher-faculty-development-center/what-impact-powerpoint-lectures-learning>

<sup>14</sup> Emmanuel C. Sharndama1, *Application of ICTs in Teaching and Learning English (ELT) in Large Classes*, (accessed on November 09,2017).37. From <http://www.theartsjournal.org>

the presentation of information<sup>15</sup>.

Presentation of PowerPoint: no more than 10 slides, no more than 20 minutes, no less than 30-point font. For educational purposes, the number of slides does not seem to matter, but amount of content per slide does matter. found that the number of slides used in college lectures did not affect teaching effectiveness. However, slides containing no more than three bullet points and 20 or fewer words were more effective than slides with higher density.

#### **F. The Benefits of using PowerPoint presentation.**

Microsoft Power-Point is a presentation program developed by Microsoft. It is a part of the Microsoft Office system which is widely used by business people, educators, students, and trainers. As a part of the Microsoft Office suite, Power-Point has become the world's most widely used presentation program. It is a complete presentation program that allows teachers to produce professional-looking presentations in EFL classroom.<sup>16</sup> PowerPoint presentations made the content more appealing, therefore, they helped them to take students' attention. And so many benefit of using PowerPoint Presentation are :

- a. The PowerPoint captures the students attention and helps keep them interested.
- b. To help teacher get an easier way to deliver the materials to their learners.

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<sup>15</sup> Linda Cornwell, *Best practices for using PowerPoint to teach*, Fletcher Faculty Development Center Hagerstown Community College 2014

<sup>16</sup> Fateme Samiei Lari / *Procedia - Social and Behavioral Sciences* 98 (2014), 1673

- c. To managing time of teaching<sup>17</sup>.
- d. The presentation is interesting because there are games of color, letters and animation, either text animation or animated images or photographs<sup>18</sup>.
- e. To improve your presentation skills.
- f. Create high-quality presentations with stunning graphics.
- g. More stimulate children to know more information about the presented teaching materials.
- h. It enables students to construct creative presentation for their project and assignments.
- i. The presentation itself can be enhanced by using graphics, animation, sound, and interactivity.
- j. Can be stored in optical or magnetic data. (CD / Disk / Flashdisk), so it is practical to carry it everywhere.

#### **G. The Disadvantages of Using PowerPoint.**

There are several risky factors associated with the using of PowerPoint, among others are:

- a. Equipment failure

The component system sometimes does not work as expected. The main failure in projector is rare but possible. The solution here is to have alternative activities, for example good preparation.

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<sup>17</sup> Ramdan Nugraha. *USING DIGITAL PRESENTATION IN TEACHING SPEAKING*. From <https://scholar.google.com/citations?om%3D-420> , (accessed on April 09 2018)

<sup>18</sup> University of Minnesota, Center for Teaching and Learning (2006). Active Learning with PowerPoint. <http://www1.umn.edu/ohr/teachlearn/tutorials/powerpoint/index.html> (accessed on April 09 2018)

b. File Corruption<sup>19</sup>

This damage caused by magnetic or physical damage so that the presentation will not run. To overcome this problem, CD (compact disk) which is unaffected by magnetic field can be used.

c. Incompatible Media

Incompatible media means the incompatible the system available. The best solution is to be aware of the systems to use our own laptop.

d. The most common abuses

The most common abuses in PowerPoint use for teaching and learning include visually poor or boring slide. Too many texts on the slide do not support good reading text, other abuses for example, inappropriate use of multimedia options, for example too much animation or over use of slide transitions. Further, many teachers do not have enough basic knowledge in applying PowerPoint in teaching learning. In addition, PowerPoint can't handle unexpected situations because PowerPoint is unable to handle the students' questions immediately as the teachers do.

e. Reinforce traditional teacher centred approaches (lecture)

f. Learners inactivity (slide SHOW)

g. Distracting (poorly designed slides)

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<sup>19</sup> Peladinos. THE ADVANTAGES AND DISADVANTAGES OF TEACHING BY USING MICROSOFT POWERPOINT from : <https://penalido.wordpress.com/the-advantages-and-disadvantages-of-teaching-by-using-microsoft-powerpoint/>

- h. Danger: Limit learners' understanding as they may only look at the 'key points' (reductive)<sup>20</sup>
- i. Needs 'compatible' hardware
- j. Danger Too much information and too fast in presenting (no learners' engagement with content)
- k. Equipment failure

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<sup>20</sup> Burnaby Kingsway, Facilitating using PowerPoint, Pedagogical criteria for PowerPoint slides. From <https://tell.colvee.org/mod/book/view.php?id=175&chapterid=256> (accessed on 28 june 2018)

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. The Method of Study

Action research is simply a form self-reflective enquiry undertaken by participants in order to improve the rationality and justice of their own practices, their understanding of those practice and the situation in which the practices are carried out.<sup>21</sup>

This research was focused on the teaching and learning in the classroom. She used qualitative and quantitative research to the describe the process of teaching learning. Because the qualitative method as an approach or searches for exploring and understanding a central symptom, to understand the symptoms of central investigators interviewed students to gate the data collecting.

Based on the statement above, Classroom Action Research (CAR) is a method of finding out what works best in your own **classroom** so that you can improve students learning. There are many ways to improve knowledge about teaching. Many teacher practice personal reflection on teaching, other conduct formal empirical studies on teaching and learning.

In conducting the classroom action research, the researcher will focus on Improving Student's Speaking Skill Through PowerPoint Presentation. The researcher use the classroom action research design to identify the effectiveness of using PowerPoint

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<sup>21</sup> David Nunan, *Exploring Second Language Classroom Research*, (Canada: Heinle Cengage Learning, 2009)

Presentation to improve student's speaking skill in MA.Massarotul Mutaalimin Banten at the eleventh grade.

## **B. Subject of The Research**

The subject of the research were the eleventh grade students of MA. Massarotul Mutaalimin Banten, consist 22 students. The research take this class because of her previous observation. The research found many problems in students speaking skill. The students had no courage to speak English lack vocabulary, Pronunciation, don't have be confident and likely to silent.

From this problem of the student's, the researcher will conduct the research in order to improve students speaking skill through PowerPoint Presentation.

## **C. Place and Time of Research**

The place of the research conducted at the second grade of MA. Massaratul Mutaalimin Banten. At XI class and there are 17 students.

## **D. Instrument of The Research**

As the study in tends to improve student's speaking skill, there are some technique to get valid data and information that will support the research there are:

### **1. Observation**

Very simply observation has three main elements: watching what people do, listening to what they say,

sometimes asking them clarifying question.<sup>22</sup> An observation is one of the techniques that directly seeing style, supervision and also deep the actual happening in the field.

## 2. Test

Test is amount question or practice or another use to measure art, knowledge, intelligence, skill or talent who has as individual. In collecting the data, the researcher does the tests every cycle are related to the lesson which has taught.

## 3. Interview

Interview is one of technique collecting data, information, or opinion with conversation and question answer, both direct and indirect with data resource. according to Muri Yusuf that semi-structured is a form of interview where the interviewer in this case the researchers arrange in detail and systematic plan or question guide according to a certain pattern using standard format.<sup>23</sup>

## **E. Technique of Data Collection.**

The research use four kind of instruments, mainly Observation, Interview, and test.

First is observation list, observation is data collection technique by observing any events that took place and recorded by

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<sup>22</sup> Bill Gillham, *Case Study Research Method* (New York: Pasto Prepress Ltd,2000),45

<sup>23</sup> Muri Yusuf, *Metode Penelitian Kualitatif, Kuantitatif, & Penelitian Gabungan* (Jakarta: Prenadamedia Grup, 1<sup>st</sup> ed., 2014), 400.



means of observation on matters to be observed or studies. The researcher observation of learning activities such as students responses involves the attention of the students when teacher presenting the materials, ask question if have difficult and answers the question from the teacher. The aim observation to discover weaknesses teachers to be evaluated and improved in next cycle of learning. And observation are also used to synthesize information about the behavior of the students of the action given by the teacher.

Second is Interview is the technique of data collection which even in it is most unstructured, natural from is not something you rush into. The researcher have to get to know the setting and the people. To make sure and support of this research, the research conducted interview into teacher, asking some question to the teacher about how student's speaking skill.

Third, the test one of the instruments of data collection to measure the ability for the students in cognitive or level of mastery of the material, the researcher will applied oral test to know how far the students improve speaking skill which have been before in every cycle. The researcher ask the students speaking though PowerPoint Presentation in Procedure Text and than students must give some opinion.

## **F. Procedure of The Research**

According to Kemmis and McTaggart (1988), who are major authors in this field, AR typically involves four broad phases in a

cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop<sup>24</sup>.

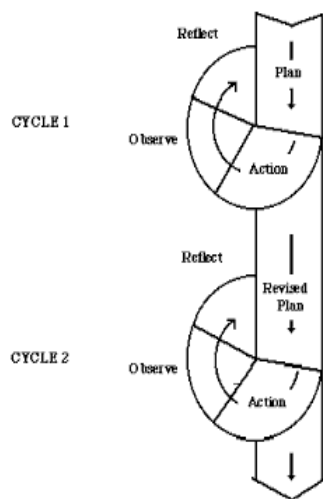
- 1) **Planning.** Planning In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider: i) what kind of investigation is possible within the realities and constraints of your teaching situation; and ii) what potential improvements you think are possible.
- 2) **Action.** Action The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are ‘critically informed’ as you question your assumptions about the current situation and plan new and alternative ways of doing things.
- 3) **Observation.** Observation This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.

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<sup>24</sup> Anne Burns, *Doing Action Research in English Language Teaching*. (New York: Routledge, 2010) 7

- 4) **Reflection.** Reflection At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of AR to improve the situation even more, or to share the ‘story’ of your research with others as part of your ongoing professional development.

**Table 3.1**



Cyclical AR model based on Kemmis and McTaggart (1988).

### **G. Technique of data analysis**

To analysis the data, the researcher will apply the following technique:

1. Scoring the students worksheet and interpreting the table.

2. Determining the mean score of the result of the test using this following formula<sup>25</sup>:

$$M = \frac{\sum fx}{N}$$

M = Mean score

$\sum$  = the sum of

$fx$  = the student's score

N = the number of student's

3. To interpret the students' score, according to W. S Winkle the researcher should firstly determine whether he will use either ratio scale, interval scale.<sup>26</sup> For first students, it will be better if we use ordinal scale, for this reason the researcher used it as the measurement tool to determine the students ability. The level to group the student's score follow :

90-100 (A / extremely good)

75-85 (B / Good)

60-74 (C / Fair)

45-59 (D / low)

0-44 (E / extremely low / fair)

In this research the researcher has indicator of students score, the minimal score should be reach by the students is 70, and the researcher said be improved if 75% the students score reach the criteria minimal score.

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<sup>25</sup> Anas Sudjiono, *Pengantar Statistik Pendidikan*. (Jakarta : Rajawali Press, 2009 ), 84-85

<sup>26</sup> W.S Winkle. *Psikologi Pengajaran*, (Jakarta : Grasindo, 1999), 353-357

## **CHAPTER IV**

### **THE RESULT OF STUDY**

#### **A. Description of Data**

Before conducting this research in every cycle, the researcher has observed the students in the class of XI MA Massaratul Mutaalim Banten on speaking skill in pre-cycle. The students in the class still have not enough vocabularies and grammatical in learning English speaking. Classroom Action Research (CAR) uses four step to do the research: Planning, Action, Observation, and Reflection.

Beside that, the student's problems are they don't have self confidence and still low to encourage their self in learning English. The average score on speaking skill is still low with the average score. The researcher not use score on speaking skill but used value (Nilai) because score is the total number of point made by each competitor or side in a contest, either final or at given stage. While the value is basically a number or letter that symbolizes how far or low much capacity has been shown by students' of the material in the test.

There are four elements as the indicator of speaking ability: they are grammar, vocabulary, fluency, and comprehension. Those are elements that the researcher uses in research process.

#### **Pre-cycle:**

The students score in pre-cycle are the following:

**Table 4.1**  
**The Students' Score in Pre-Cycle**

No	The Student's	Criteria				Total Score
		Grammar	Vocabulary	Fluency	Comprehension	
1	AS	6	8	4	8	26
2	AA	6	8	8	8	30
3	ASF	6	8	8	12	34
4	A	12	8	8	8	30
5	FSL	6	8	8	12	40
6	FA	6	8	6	8	28
7	HA	6	8	6	8	28
8	HR	6	4	4	12	26
9	H	6	8	6	8	28
10	MM	6	4	2	4	16
11	NAF	12	12	8	12	44
12	NJ	6	8	8	12	34
13	PAN	6	8	8	8	30
14	RY	6	8	4	8	26
15	RK	6	8	8	12	34
16	SB	6	5	4	8	22
17	SS	6	8	8	12	34
18	SNS	12	8	6	12	38
19	SF	12	8	6	12	38
20	UA	12	8	6	12	38

21	VWD	6	8	6	12	32
22	MR	18	12	8	12	50
TOTAL						706

$$M = \frac{\sum fx}{N}$$

$$M = \frac{706}{22}$$

$$= 32.09$$

M = Mean score

$\sum$  = the sum of

$fx$  = the student's score

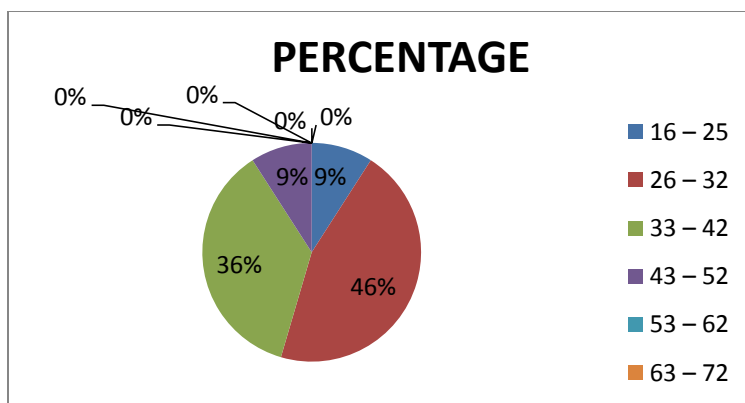
$N$  = the number of student's

**TABLE 4.2**

**The Result of Speaking Level In Pre-Cycle**

Score	Frequency	Level	Percentage
16-25	2	0+	9%
26-32	10	1	45.45%
33-42	8	1+	36.36%
43-52	2	2	9.09%
53-62	0	2+	0.00%
63-72	0	3	0%
73-82	0	3+	0%
83-92	0	4	0%
93-99	0	4+	0%
Sum	22		100%
Average		1	32.09

Graphic 4.1 The Percentage Students Score in Pre-Cycle



The writer decided that if she wanted the students to maintain stretches of discourse in English, the writer would have to motivate them to do so. They all reported that they wanted learn to be a good speakers. The writer realise that would have to change teaching media in order to motivate them.

After conducting classroom action research, the researcher analyzed the improving of students' speaking skill with PowerPoint Presentation as media in each cycle.

### **Cycle I**

#### **Planning I**

In cycle, the researcher and the observer prepared the lesson plan as the source to implement in the teaching process based on syllabus. The researcher and observer also prepared the observation sheet to take note about the students' activity during teaching learning process. The researcher prepared the test to measure how far the action to improve students speaking skill.



### Action I

In this cycle, the researcher introduces a new media in the classroom, which using PowerPoint Presentation. In this media the researcher explain the material about procedure text, and then divided into some groups discussing the given text. After that, the students practice in front of class. While in teaching learning process, the observer was in the behind of the students to observe the condition of the students. And the observer do not disturb teaching process in order learning process could be done naturally.

### Observation I

Students responses involves the attention of the students when the teacher presenting the materials is low, because the students not ready to study and feeling bored. The students not interested to answer question from the teacher, the students only smile and silent because the students lack vocabulary. Students less participate in teaching learning process.

**Table 4.3**

**The Students' Score in Cycle I**

No	The Student's	Criteria				Total Score
		Grammar	Vocabulary	Fluency	Comprehension	
1	AS	12	12	8	12	44
2	AA	12	12	10	12	46

3	ASF	12	8	8	15	43
4	A	12	12	10	12	46
5	FSL	24	12	10	15	61
6	FA	6	8	8	12	34
7	HA	12	8	8	15	43
8	HR	6	4	4	12	26
9	H	12	8	6	12	38
10	MM	6	4	2	8	20
11	NAF	18	16	10	15	59
12	NJ	12	8	8	12	40
13	PAN	12	12	10	12	46
14	RY	12	8	6	12	38
15	RK	12	12	8	12	44
16	SB	6	4	4	8	22
17	SS	12	8	8	12	40
18	SNS	12	12	6	12	42
19	SF	12	8	6	12	38
20	UA	12	12	8	12	44
21	VWD	12	8	8	15	43
22	MR	24	16	10	15	65
TOTAL						922

$$M = \frac{\sum fx}{N}$$

$$M = \frac{922}{22}$$

$$= 41.90$$

- $M$  = Mean score  
 $\Sigma$  = the sum of  
 $fx$  = the student's score  
 $N$  = the number of student's

**TABLE 4.4****The Result of Speaking Level In Cycle I**

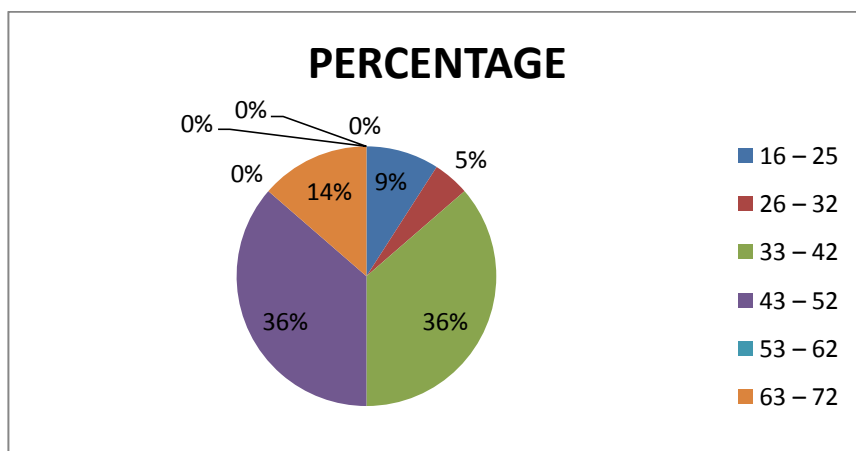
Score	Frequency	Level	Percentage
16-25	2	0+	9%
26-32	1	1	4.54%
33-42	8	1+	36.36%
43-52	8	2	36.36%
53-62	0	2+	0.00%
63-72	3	3	14%
73-82	0	3+	0%
83-92	0	4	0%
93-99	0	4+	0%
Sum	22		100%
Average		1+	41.90

In these activities, the researcher found that two students (9%) get score between 16-25 and the position of speaking proficiency level or rating in level 0+. One student (4.54%) got score between 26-32 and the position of speaking proficiency level or rating in level 1. Eight students (36.36%) got score between 33-42 and the position of speaking proficiency level or rating in level 1+. It is showed that the students only could ask and answer the question on very familiar

topics, within the scope of their very limited language and statement, error in pronunciation and grammar.

Eight students (36.36%) got score between 43-52 and the position of speaking proficiency level or rating in level 2. Three students (14%) got score between 63-72 and the position of speaking proficiency level or rating in level 3. It is showed the students able to interact whit social community but the grammar that the students used uncontrolled or the students still lack of grammar. As can be seen in the following graphic.

**Graphic 4.2 Percentage Students Score In The Cycle I**



And the average score that students got 41.90 and the position of speaking proficiency level or rating in level 1+ (Extremely Low). It can be said that the process of teaching speaking English using PowerPoint Presentation as media in the first cycle: students only could ask and answers the question on very familiar topics, within the scope of his or her very limited language experience, can understand simple question and statement, error in pronunciation and grammar.

Based on the result of the first cycle, the researcher knew that most of the students could follow teaching learning process well, but most of them did not perform well. Some students still confuse and not understand of the learning process, they require frequent repetition in speak English.

### **Reflection I**

Based on activity in first cycle, it was looked well some students take great response and good to the activity. But most students less ready to study because they were not understand of the learning process, they were still confuse and shy to speak English. It is caused the students less understand to the material and they seldom to practice English conversation in their class, they often speak Javanese and Sundanese language, it is because they did not feel confidence to speak English in front of the class. To improve their speaking ability, the researcher always gave them motivation and the researcher sets the new design of learning scenario to renew action that will be done the cycle II.

### **Cycle II**

#### **Revised Plan II**

After identifying the problems that appeared in the cycle I, the researcher revised the lesson plan and set the new design of learning scenario in order to develop students' interest in speaking lesson.

#### **Action II**

In this cycle, the researcher did the action according to the lesson plan that has been revised based on result of the reflecting in cycle I. the researcher divide students into some groups, and the

researcher give them a jumble picture with PowerPoint Presentation. Furthermore, the researcher gives command students to making groups, and the researcher give test sort the steps correctly about the procedure based on the picture. While in teaching learning process, the observer was in the behind of the students to observe the condition of the students. And the observer do not disturb teaching process in order learning process could be done naturally.

### **Observation II**

Students responses involves the attention of the students when the teacher presenting the materials is fair, because the students more enjoy to study. Students participate in teaching learning process, because the teacher give the new design of learning. Many students not interested to answer question from the teacher, they were still confuse and shy to speak English.

**Table 4.1**  
**The Students' Score in Cycle II**

No	The Student's	Criteria				Total Score
		Grammar	Vocabulary	Fluency	Comprehension	
1	AS	18	12	10	15	55
2	AA	18	12	10	15	49
3	ASF	12	12	10	15	65
4	A	24	16	10	15	65

5	FSL	24	16	10	15	46
6	FA	12	12	10	12	55
7	HA	18	12	10	15	44
8	HR	12	12	8	12	50
9	H	18	12	8	12	40
10	MM	12	8	8	12	40
11	NAF	24	20	10	19	73
12	NJ	18	12	10	12	52
13	PAN	18	12	10	12	52
14	RY	18	12	8	12	50
15	RK	18	12	10	15	55
16	SB	12	8	8	12	40
17	SS	18	16	10	15	59
18	SNS	18	12	10	12	52
19	SF	18	12	10	12	52
20	UA	18	16	10	15	59
21	VWD	18	16	10	19	63
22	MR	30	20	12	23	85
TOTAL						1216

$$M = \frac{\sum fx}{N}$$

$$M = \frac{1216}{22}$$

$$= 55.27$$

- $M$  = Mean score  
 $\Sigma$  = the sum of  
 $fx$  = the student's score  
 $N$  = the number of student's

**TABLE 4.4**  
**The Result of Speaking Level In Cycle II**

Score	Frequency	Level	Percentage
16-25	0	0+	0%
26-32	0	1	0%
33-42	2	1+	9.09%
43-52	9	2	40.90%
53-62	6	2+	27.27%
63-72	3	3	14%
73-82	1	3+	5%
83-92	1	4	5%
93-99	0	4+	0%
Sum	22		100%
Average		2+	55.27

In these activities, the researcher observes that there were great improvement in students speaking ability in the second cycle. The researcher found that two students (9%) get score between 33-42 and the position of speaking proficiency level or rating in level 1+. It is showed that the students only could ask and answer the question on very familiar topics, within the scope of his or her very limited language experience, can understand simple questions and statements,



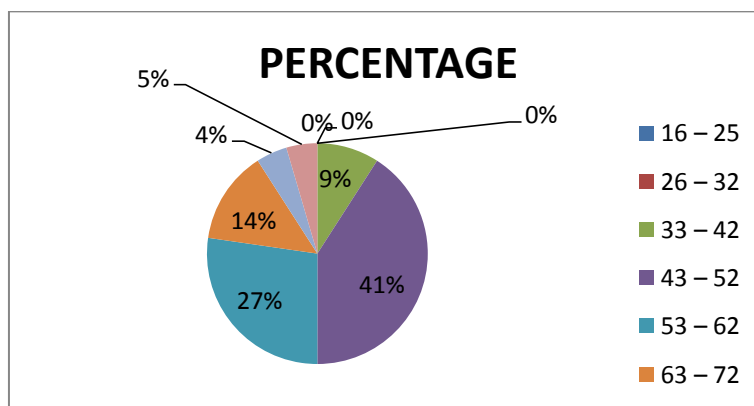
error in pronunciation and grammar.

Nine students (40.90%) got score between 43-52 and the position of speaking proficiency level or rating in level 2. Three students (14%) got score between 53-62 and the position of speaking proficiency level or rating in level 2+. It is showed the students able to interact whit social community but the grammar that the students used uncontrolled or the students still lack of grammar.

Three students (14%) got score between 63-72 and the position of speaking proficiency level or rating in level 3. One student (5%) got score between 73-82 and the position of speaking proficiency level or rating in level 3+. It is showed that student able to speak effectively and control of grammar is good.

One student (5%) got score between 83-92 and the position of speaking proficiency level or rating in level 4. It is showed that student able to use the language fluently, can understand and participate in any conversation within the range of his or her experience with a high degree of fluency an precision of vocabulary.

**Graphic 4.3 Percentage Students Score In The Cycle II**



And the average score that students got 55.27% and the position

of speaking proficiency level or rating in level 2+ (Low). It can be said that the process of teaching speaking English using PowerPoint Presentation as media in the cycle II: students able to interact with social community but the grammar that the students used uncontrolled or the students still lack of grammar.

Based on the result of the cycle II, it is showed there were many great improvement from the first cycle to the second cycle. The researcher knew that most of the students could follow teaching learning process well. Some student have been able to interact although they still shy to speak English and lack of vocabulary and grammar, so they were still confuse of the learning process, they require frequent repetition in speak English.

### **Reflection II**

Based on activity in second cycle, it was looked better than the first cycle. Students more enjoy and some of them feel confidence to speak English, but some students still shy to speak English and looked weak in speaking. To improve their speaking ability, the researcher always gave them motivation and the researcher sets the new design of learning scenario to renew action that will be done the cycle III.

### **Cycle III**

#### **Revised Plan III**

After identifying the problems that appeared in the cycle II, the researcher revised the lesson plan and set the new design of learning scenario in order to develop students' interest in speaking lesson.

### Action III

In this cycle, the researcher did the actions according to the lesson that has been revised based on the result of the reflection in cycle II. The researcher give them a picture of procedure. Furthermore, the researcher gives command to making a step how to make something. Students did the procedure with making groups and practice directly in front of class.

### Observation III

Students responses involves the attention of the students when the teacher presenting the materials is fair, because the students more enjoy to study, most of the students could follow teaching learning process well. Some students have been able to interact although they still lack of grammar, but some students still shy to speak English and lack of vocabulary and grammar, so they were still confuse of the learning process, they require frequent repetition in speaking English.

**Table 4.6**

**The Students' Score in Cycle III**

No	The Student's	Criteria				Total Score
		Grammar	Vocabulary	Fluency	Comprehension	
1	AS	24	20	10	19	73
2	AA	24	20	10	19	73

3	ASF	18	16	10	15	59
4	A	30	24	12	19	85
5	FSL	30	24	10	19	83
6	FA	24	20	10	19	73
7	HA	30	20	10	19	79
8	HR	24	16	12	15	67
9	H	30	20	10	19	79
10	MM	24	16	10	15	65
11	NAF	36	24	12	23	95
12	NJ	30	20	12	19	81
13	PAN	30	20	12	23	85
14	RY	30	20	20	19	89
15	RK	30	20	10	19	79
16	SB	24	16	8	15	63
17	SS	24	20	10	19	73
18	SNS	24	16	10	15	65
19	SF	30	20	10	19	79
20	UA	30	20	12	19	81
21	VWD	30	20	12	19	81
22	MR	36	24	12	23	95
TOTAL						1702

$$M = \frac{\sum fx}{N}$$

$$M = \frac{1702}{22}$$

$$= 77.27$$

- $M$  = Mean score  
 $\Sigma$  = the sum of  
 $fx$  = the student's score  
 $N$  = the number of student's

**TABLE 4.7****The Result of Speaking Level In Cycle III**

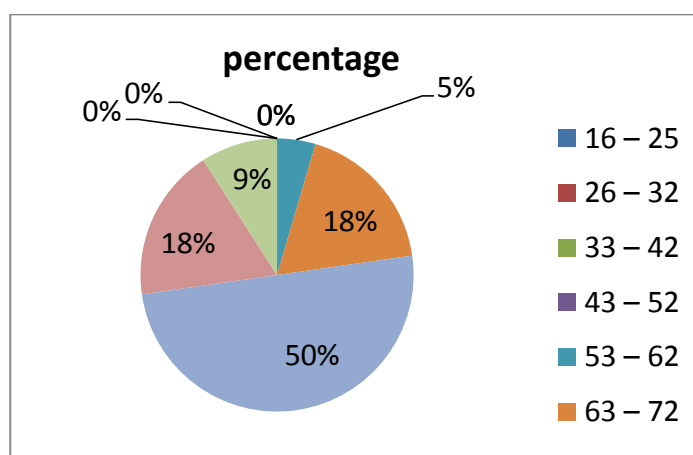
Score	Frequency	Level	Percentage
16-25	0	0+	0%
26-32	0	1	0%
33-42	0	1+	0%
43-52	0	2	0%
53-62	1	2+	4.55%
63-72	4	3	18.18%
73-82	11	3+	50%
83-92	4	4	18.18%
93-99	2	4+	9.09%
Sum	22		100%
Average		3+	77,27

In these activities, the researcher observes that there were great improvements in students speaking ability in the third cycle. The researcher found that one student (4.55%) got score between 53-62 and the position of speaking proficiency level or rating in level 2+. It is showed that student able to interact with social community but the grammar that the student used uncontrolled or the student still lack of grammar.

Four students (18.18%) got score between 63-72 and the position of speaking proficiency level or rating in level 3. Eleven students (50%) got score 73-82 and the position of speaking proficiency level or rating in level 3+. It is showed that students able to speak effectively and control of grammar is good.

Four students (18.18%) go score between 83-92 and the position of speaking proficiency level or rating in level 4. Two students (9.09%) got score 93-99 and the position of speaking proficiency level or rating in level 4+. It is showed that students able to use language fluently, can understand and participate in any conversation within range of his or her experience with a high degree of fluency an precision of vocabulary.

**Graphic 4.4 Percentage Students Score In The Cycle III**



And the average score that students got 77.27% and the position of speaking proficiency level or rating in level 3+ (good). It can be said that the process of teaching speaking English using PowerPoint Presentation as media in the cycle III: most students able to use the language fluently, can understand and participate in any conversation

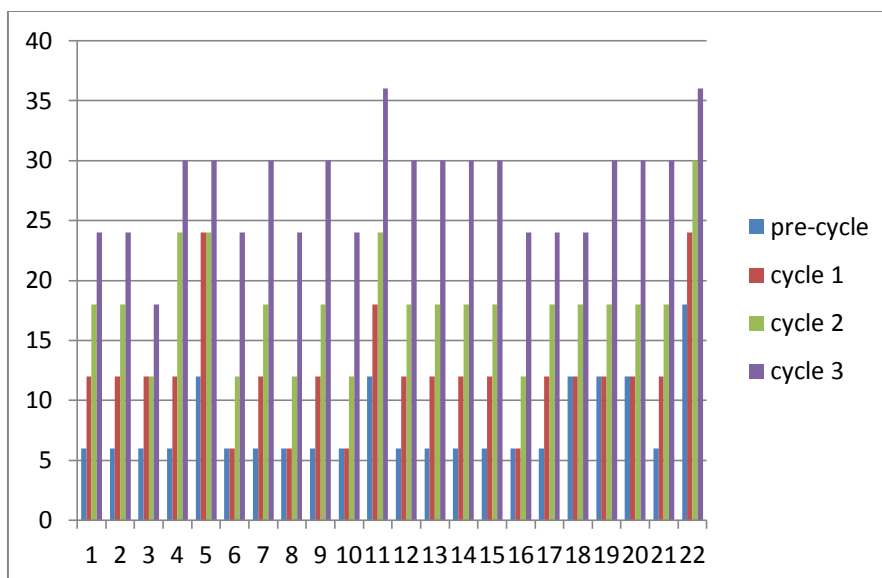
within the range of his or her experience with a high degree of fluency and precision of vocabulary.

Based the result of the third cycle, it is showed there were great improvement from the first cycle to the second cycle to the third cycle. The researcher knew that most of the students could follow teaching learning process well. Some students have been able to interact although they still lack of grammar, but some students still shy to speak English and lack of vocabulary and grammar, so they were still confuse of the learning process, they require frequent repetition in speaking English.

### **Reflection III**

Based on the students' achievement of the test and activity in the third cycle, that were improvement in the students' speaking ability using PowerPoint Presentation as media. The researcher said be successful because 77.27% students reach the criteria minimal score. For details, the researcher can show the comparison in each cycle.

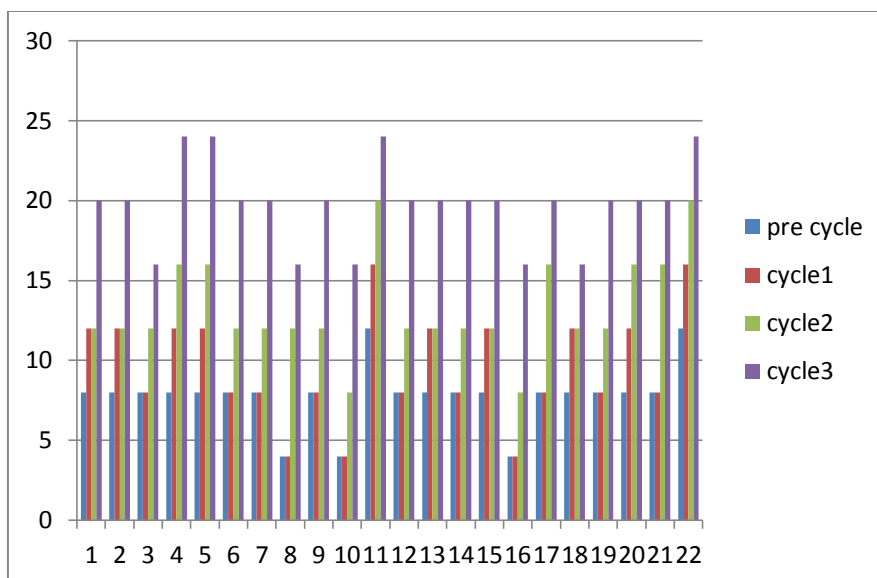
**Graphic 4.5 The Comparison Of Grammar In Each Cycle**



Based on graphic above, the researcher concludes that the grammar had use the students was still low. In the pre-cycle the average score of students' grammar is (7.9), it means there were many students lack of grammar, then the researcher tried to improve explain clearly about the using of grammar in first cycle. The average score of students' grammar is in the first cycle is (12,27),it means most of the students could use grammar well but some students still weak, therefore the researcher explain more in the second cycle. The result, in second cycle the average score of students' grammar is (18), the result, in the third cycle the average score of students' grammar is (27.81). It means that the students could speak better than before, so few errors with no pattern of failure.

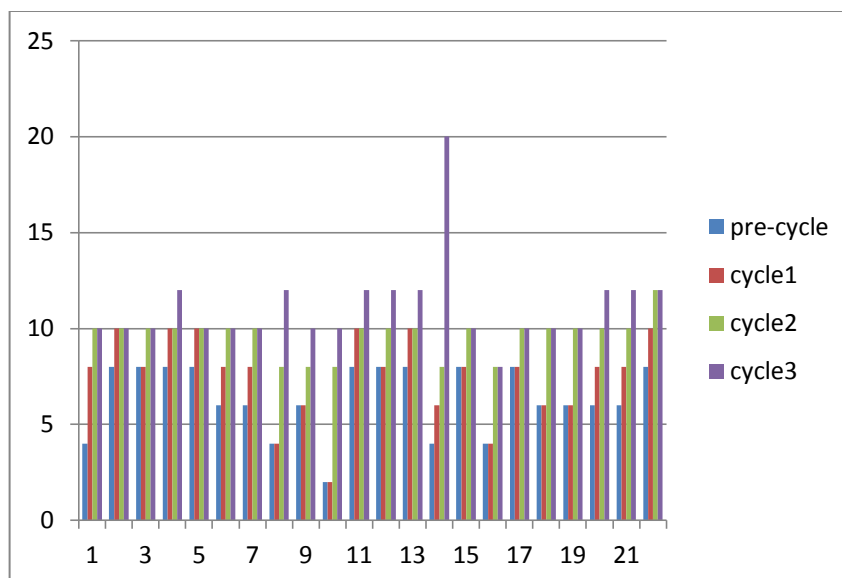


**Graphic 4.6 The Comparison Of Vocabulary In Each Cycle**



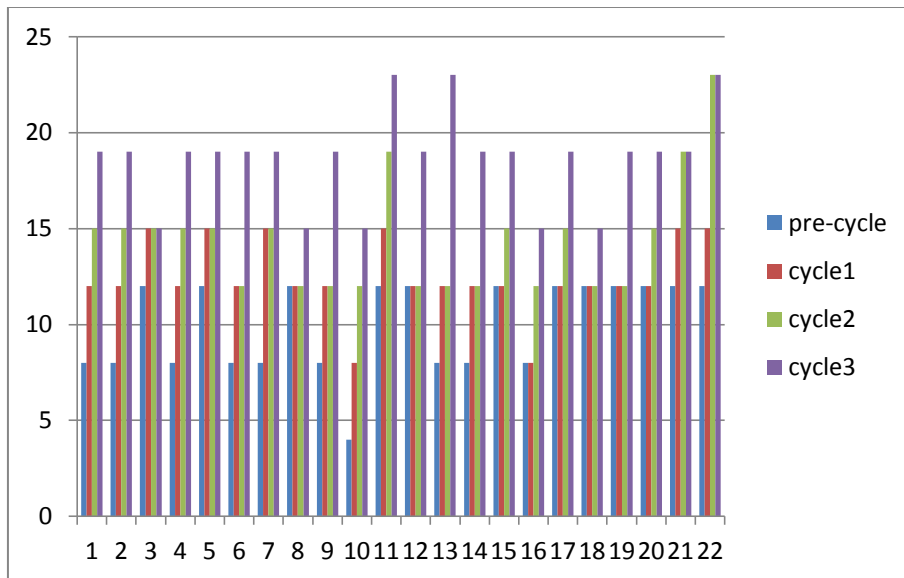
Based on graphic above, the researcher concludes that in the pre-cycle the students poor in vocabulary, only some students could speak English well with their own vocabulary. But in every cycle students improved their vocabulary. Based on the result, the average score of student's vocabulary in pre-cycle is (7.81). They improved their vocabulary in the first cycle is (9.63), they improved their vocabulary in the second cycle is (13.27). And they more improved their vocabulary in the third cycle, the average score of student's vocabulary in third cycle is (19.81). We can be seen that students vocabulary was improve, the students could choose many variation and suitable vocabularies when they in conversation.

**Graphic 4.7 The Comparison Of Fluency In Each Cycle**



Based on the graphic above, the researcher concludes that the students' fluency was still low in pre-cycle, but improved in every cycle. In the pre-cycle, the average score of students' fluency is (6.36). It means that the students' speaking skill are very slow. In the first cycle, the average score of students' fluency is (7.54), the average score of students' fluency in the second cycle is (9.63), and the average score of students' fluency in the third cycle is (11.09). It means the fluency was improved students could speak more fluent than before.

**Graphic 4.7 The Comparison Of Comprehension In Each Cycle**



Based on graphic above, the researcher concludes that the students' comprehension was still low in pre-cycle, but improved in every cycle. In pre-cycle, the average score of students' comprehension is (10). It means that students less understands with the teaching process, only some students could understand well. In the first cycle, the average score of students' comprehension is (12.45). In the second cycle, the average score of students' comprehension is (14.36). And the third cycle, the average score of students' comprehension is (18.63). It means students' comprehension was improved, the students understand with the teaching process and the materials they could do better their learning activities than before.

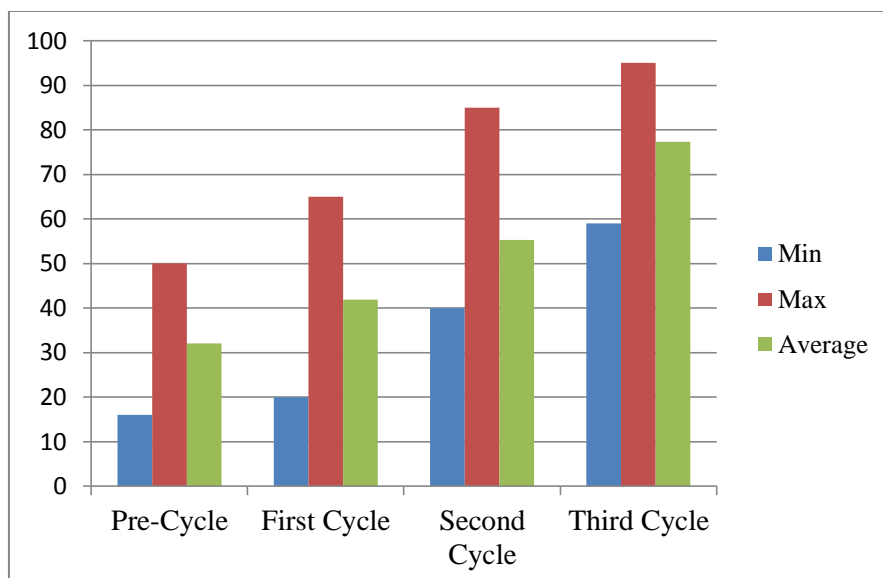
## **B. Interpretation of The Data**

In this step, the researcher intends to describe the result of students' speaking ability using PowerPoint Presentation as media. After the researcher manages classroom action research, she has analyzed the improvement in each cycle. The researcher know that there are positive improvement of students using PowerPoint Presentation as media in teaching speaking. The researcher said be successful because 77.27% students reach the criteria minimal score. It can be seen from the comparison of the result of evaluation test in each cycle. For details, the researcher can refer to the following table:

**Table 4.8 The Comparison Of Each Cycle**

<b>Category</b>	<b>Pre-Cycle</b>	<b>First Cycle</b>	<b>Second Cycle</b>	<b>Third Cycle</b>
<b>Sum</b>	<b>706</b>	<b>922</b>	<b>1216</b>	<b>1702</b>
<b>Min</b>	<b>16</b>	<b>20</b>	<b>40</b>	<b>59</b>
<b>Max</b>	<b>50</b>	<b>65</b>	<b>85</b>	<b>95</b>
<b>Average</b>	<b>32.09</b>	<b>41.90</b>	<b>55.27</b>	<b>77.27</b>

**Graphic 4.0 The Comparison Of The Result In Each Cycle**



Based on the table and the graphic above, the researcher compares the result of the pre-cycle test to last cycle test. It can be describe increasing of the students' speaking improve from the sum 706 to 922 to 1216 and to 1702, the average 32.09 to 41.09 to 55.27 and to 77.27. Based on observing the students' activity in each cycle as mentioned above, the students' motivation and their confidence to speak English from the pre-cycle to the last cycle was improve. From this result, the researcher concludes that using PowerPoint Presentation as media could improve students' speaking ability.

## CHAPTER V

## **CONCLUSION AND SUGGESTION**

### **A. Conclusions**

After observing this research, the researcher found that the use of “PowerPoint Presentation as media” is become a potential in teaching English to improve students’ speaking ability. In this research, the researcher uses classroom action research as methodology of research.

From the data in the fourth chapter, the researcher concludes that:

1. By using PowerPoint Presentation as media can improve students’ speaking skill especially for the eleven grade of MA Massaratul Mutaalimin Banten, consist 22 students. Before using PowerPoint Presentation as media, students’ speaking skill is low. But after using PowerPoint Presentation as media there was significant improvement of students’ speaking skill. It can be seen from the result of third cycle, 77.27% students reach the criteria minimal score.
2. Through PowerPoint Presentation as media, we can look the improving students’ speaking skill in every cycle. In pre-cycle students less ready to study because they were not understand of the learning process, they were still confuse and shy to speak English. But in the last cycle most of the students could follow teaching learning process well. Some students have been able to interact although they still lack of grammar.
3. PowerPoint Presentation as media has good affect towards students' speaking skill especially on speaking English. According to the data obtained from this research students experience a

significant increase of score after using PowerPoint Presentation as media. That means PowerPoint presentation as media can be used by teachers as a powerful and recommended alternative method in improving students' skill especially in speaking skill.

## **B. Suggestions**

Based on this researcher wants to give suggestions which may be useful not only for teacher but also for students as the learner and for the reader this paper.

1. For the teacher, PowerPoint Presentation as media can be used by the teachers in teaching activities because based on the result of research this method can improve students' speaking skill.
2. For the students, the researcher suggest to students should be more confidence to speak English and more practice in order to improve their speaking ability.
3. For the future researcher should seek the varieties method, in learning foreign language does not use the method that can made students feel bored and not interest.
4. For the future researcher who are interested in applying PowerPoint Presentation as media in their research, it is suggested of speaking for seeking validity data and responsibility research.

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