

CHAPTER I

INTRODUCTION

A. Background of the Study

From the 1999 syllabus of vocational school, it can be seen that the school started to teach their students not only English for specific purpose but also general English. The syllabus is designed to fulfill the needs of the students wish to implement the skill they have learned. They have to meet certain requirements in order to get work. One of the requirements is having sufficient skill in foreign language especially English. Learning English means learning language components and language skill. Grammar, vocabulary, pronunciation, and spelling are examples of language components.

A large percentage of the world's language learners study English in order to develop proficiency in speaking.¹ Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important people who know a language are referred to as "speakers" of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.²

According to Jeremy Harmer, speaking is activity provide rehearsal opportunities, good speaking activities can and should be extremely engaging for the student. And how to teach Speaking, calls speaking-as-skill, where there is a task to complete and speaking is the

¹ . Jack C. Richards, Willy A. Renandya, Methodology in language teaching (an anthology of current practice),p.201

² . Penny Ur, A Course In Language Teaching (Practice and Theory)p.120

way to complete it.³ Speaking is an interactive process of constructing meaning that involves producing.

Meanwhile, language skill covers listening, writing, reading and speaking. Among the four skills, speaking is often considered as the most difficult skill to be learned by students. Learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with. Helping the students develop the speaking skill not merely so that they can pass examination but also for more general use the English in the outside world. They may need for further study, work or leisure, so that they will not be among the many people who unable to express his idea in English after having studied it for some years.

MTs.DaarulMuttaqienTangerang, located at JL.RayaMauKp. CadasSepatanTangerang as a formal education which provides many things of subjects that have been determined by government curriculum in teaching learning process, such as English subject. On the contrary, the students of MTs.DaarulMuttaqienTangerang still have many difficulties in learning speaking skill. In addition, English teaching learning process has been facilitated by many kinds of teaching media such as student's text book, student's exercises book, dictionaries as well as multimedia. Rationally, the teacher can make the students enjoy in English teaching learning process and understand the speaking subject materials.

Teaching speaking skill through group presentation are not something easy or difficult to do it. It will be easy to do if English teacher knows methods to do. So, it is not difficult for English teacher

³Jeremy Harmer, *How To Teach English*, Longman, England, 2007. p.123

to understand the meaning & conclusion of the text. And teaching speaking skill through group presentation for students learning English in group presentation.

A *presentation* is a special kind of talk: an exercise in persuasion involving one or more presenters, in which something new is presented to an invited audience for consideration. For a student this is likely to be a new topic, not previously considered on the course, in relation to which it would be necessary to introduce the subject, define essential terms, persuade those present of its relevance and importance as part of the course, and provide a basis for discussion. Each presentation, having a limited objective, should be complete in itself – but should leave the audience interested, impressed, ready to discuss, and wanting to know more.⁴

Group presentations are often used for work group or project team reports, major sales meetings, and panels. Teams of speakers may be chosen to showcase the knowledge of certain people, introduce key members of the hierarchy, or just to add variety in a long presentation.

In this paper the writer concerns to make students interesting in studying English in order they can communicate, taking a conclusion of the text topic in speaking through group presentation technique. In language learning, the group presentation is very important to students, especially to improve their speaking skill. Besides that students follow to think and solve the problem which is discussed. Group presentation is a method that can help teacher in teaching speaking.

⁴. Robert Barras, *Speaking for yourself, A guide for students*, Routledge Taylor & Francis group, 2006, p.72

The writer founds that many factors influence students' interests to English such as the basic of the teacher is not especially for English teacher and less motivation of the student. Most of them are dislike with English but the writer tries to makes joyful learning using group presentation.

Based on the explanation above, the writer chooses the group presentation technique to improve students speaking skill, with the title: **“Improving Students Speaking Skill through Group Presentation at the Second GradeIslamic Junior High School of MTs.DaarulMuttaqien – Tangerang”**. The writer hopes that the students are able to improve their English skill. Besides that, they will be usual to present.

And the writer takes the topic from her experience that group presentation can improve her speaking skill because group presentation is teaches us how to be a good speaker and listener, to less the nervousness when we talks with another, to be Informs the knowledge with another also, and especially for communication in daily activities, she hopes that her experience can be applied for students to improve their speaking skill.

B. Statement of the Problems

Based on the above background, the research problem can be formed as follows:

1. How is students' interest in themes to improve their speaking skill?
2. How is student speaking skill in the class?
3. How does group presentation improve students speaking skill?

C. The Objectives of The Research

1. General Purpose

In general, this study aims to determine the effectiveness of the media "Group Presentation" in the process of learning English in improving speaking skill and Effectiveness in this study group presentation of how the media can improve of speaking ability.

2. Special Purpose

In particular, the study aims to:

1. To know students' interest in themes to improve their speaking skill
2. To know the students speaking skill in the class.
3. To identify the effectiveness of group presentation in the speaking class in improving students speaking skill.

D. The Scope of Research

A study requires discussions in order restrictions on the problems to be studied are not too broad. The restriction of the problem is described as follows:

1. The main problems experienced by students in English speaking;
2. Knowing students speaking skill in the class.
3. Identifying the effectiveness of group presentation can improved students speaking skill in the class.
4. Analyzing the result of English learning speaking skills at second grade Islamic junior high school of MTs DaarulMuttaqienTangerang.

E. The Research Significances

The result of this research gives a significant contribution to the academic benefits and practical benefits. Academically, this research is expected to be useful for the development of language learning theory, especially with respect to teaching speaking skills in second grade student of MTs DaarulMuttaqien so it can be used as a reference for other similar studies.

In addition, this studies also useful to enrich the wealth of research, especially in the form of action research. Practically, this research is expected to be useful for English teachers and for students. For teachers, this study can be used as a model of speaking learning that more effectively so as to provide alternative learning techniques in the development of speaking skill. For students, the benefits that can be drawn from this research is to improve the motivation and speaking skills in the classroom.

F. Clarification of Key Term

In this research, the writer should be concern on clarify about the key term of the research that was explained of the speaking skill of the students in the class and the improvement of group presentation are uses to improve students speaking skill at the class, As we know usually students felt bored to face English study in the class.

But many experts that have different definitions for speaking such as Jack C. Richards and Willy A. Renandya explained that “Learning to speak a foreign language requires more than knowing its grammatical and semantics rules. Learners must also acquire the knowledge of how native speaker use the language in the context of

structured interpersonal exchange, in which many factors interact”.⁵ Between Jack C. Richards and Willy A. Renandya has a same opinion with Basindoa.blogspot.com that Learning to speak a foreign language requires more than knowing its grammatical and semantics rules it’s like just playing a tense that it involves combining different skills and transferring a set of structured behaviors from one context to another. It seems thus that the skills involved in play also have a role in syntactical development.

According on the writer’s opinion speaking skill is one of the most important for language many experts that have different definitions for speaking, the writer concern on process of improvement speaking skill for resulting the test related aspect as grammar, vocabulary, and comprehension also to gain the data these were analyzed descriptively.

Group is a number of people or things that are together in the same place or that are connected in some way .basedof the statement it can be said is the process by which three or more members of a group exchange verbal and nonverbal messages in an attempt to influence another person in a group.

Group presentations are often used for work group or project team reports, major sales meetings, and panels. Teams of speakers may be chosen to showcase the knowledge of certain people, introduce key members of the hierarchy, or just to add variety in a long presentation.

The writer uses group presentation to presents the text and take the conclusion of the text also by students in each group.And the test as appendix to gain the data of the research but more important from the

⁵. Jack C. Richard,*op. cit.*, p.204

research how far the improvement speaking skill of the students through group presentation as media.

G. The Organization of Writing

The paper has organized of five as follows:

The first chapter discuss about an introduction that conclude about background of study, statement of problems, research objectives, scope of research, research significance, clarification of key term, the organization of writing and previous studies.

The second chapter explained about theoretical framework there are the definitions of speaking, teaching speaking, the purpose of speaking, elements of speaking, speaking activities and component of assessing speaking, the definition of group presentation, preparing for a group presentation, presenting as a group, advantages of group work and disadvantages of group work.

The third chapter discuss about research procedure, that consist of plan, research design and method, research procedure, technique of data analysis, data analysis results presentation techniques.

The fourth chapter discuss about the result and discussion of research result.

The fifth chapter is conclusion and suggestion that contains conclusion and suggestions that is completed by bibliography and appendices.

H. Previous Studies

Meanly This Writer of those paper concern to make research in improving student' speaking skill through group presentation. The

writer told the ways of improving students' speaking skill through group presentation, prepared talks to improve students' speaking skill. In the research of Eneng Oom Muharomah (072300188) her title is The Influence of using presentation practice and production technique (An Experimental Research At the third grade of MTs Darul Iman Kadu Pandak- Pandeglang). Her research told that has influence of Using Presentation, Practice, and production technique toward students speaking skill.

And Man'us (05233035) his title is The Influence of Dynamic group on students achievement in speaking (An experimental research at MA Raudhatul UlumAnyer), his research has shown that considered to be effective for motivating students to speak English freely.

Both of areconducted different technique to improve students' speaking skill, but Heni Purbasari (03432225) her title is The application of pair work technique and its influence on students speaking skill at second class of SMPN 1 Bayah) her research said that applying pair work technique in teaching speaking is better and more effective than without applying pair work technique.

The different of those research and this research that the writer concerns on process group presentation, prepared talk, and short conclusion, but this research will concern on group presentation as a method to improve student' speaking in front of the class. And freely for giving ideas and speak up their mind to describe about anything their want to share with another in a context of educational or general things.

CHAPTER II

THEORETICAL FRAMEWORK

A. Speaking Skill

a. The Definition of Speaking

Terminologically, there are so many experts that have different definitions for speaking, but here the writer will take several definitions according to the experts as following:

As Jack C. Richards and Willy A. Renandya explained as follow Learning to speak a foreign language requires more than knowing its grammatical and semantics rules. Learners must also acquire the knowledge of how native speaker use the language in the context of structured interpersonal exchange, in which many factors interact.⁶

Between Jack C. Richards and Willy A. Renandya has a same opinion with Basindoa.blogspot.com that Learning to speak a foreign language requires more than knowing its grammatical and semantics rules it's like just playing a tense that it involves combining different skills and transferring a set of structured behaviors from one context to another. It seems thus that the skills involved in play also have a role in syntactical development.

According Basindoa.blogspot.com said that Speaking a language is just playing in the tense that it involves combining different skills and transferring a set of structured behaviors from

⁶ . Jack C. Richards and Willy A. Renandya, *methodology in language teaching(an anthology of current practice)*p,;204.

one context to another. It seems thus that the skills involved in play also have a role in syntactical development.⁷

Speaking is one of the most important elements in a language. People cannot speak well without word to express. Communication in a foreign language cannot just happen in any meaningful way. Learning foreign language is limited by our experience and takes time. People who learn English language may have some specific reasons they may learn it because they have to communicate with the communities that use English as their language.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, nonlinguistic elements such as gestures and body language/posture, facial expressions, and so on may accompany speech or convey messages directly without any accompanying speech. Brown defines that there is tremendous variation cross-culturally and cross-linguistically in the specific interpretations of gestures and body language.⁸

The functions of spoken language are interactional and transactional. The primary intention of the former is to maintain social relationships, whereas that of the latter is to convey

⁷ . Basindoa.blogspot.com/2010/01daya-...

⁸. Penny Ur, *A Course in Language Teaching(practice and theory)*,;120.

information and ideas. Rivers defines that communication derives essentially from interaction.

Of all the four skills(listening, speaking ,reading, writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.

Classroom activities that develop learner ability to express themselves through speech would therefore seem an important component of a language course. Yet it is difficult to design and administer such activities; more so, in many ways, than to do so for listening, reading or writing. We shall come on to what the problems are presently, but first let us try to define what is meant by ‘an effective speaking activity’.

There are many characteristics of a successful speaking activity:

1. Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high

Learners are eager to speak: because they are interested in topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.⁹

An interactive activities is the opportunity given to learners to speak in the language promoting interaction. Teachers must arouse in the learners a willingness and need or reason to speak. A possible way of stimulating learners to talk might be to provide them with extensive exposure to authentic language through audiovisual stimuli and with opportunities to use the language. Effective interactive activities should be manipulative, meaningful, and communicative, involving learners in using English for variety of communicative purposes. Especially they should:

1. Be based on authentic or naturalistic source materials
2. Enable learners to manipulate and practice specific features of language.
3. Allow learners to rehearse, in class, communicative skills they need in the real world.
4. Activate psycholinguistic processes of learning.

⁹ . Ibid.

And there are problems with speaking activities:

1. Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it; because it is easier, because it feels unnatural to speak to one another in foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes- particularly

the less disciplined or motivated ones- to keep the target language.¹⁰

And from the explanations the researcher takes the conclusion that presentation is include to the art of speaking and the major types of speeches are informative speeches, demonstrative speeches, persuasive speeches, special occasion.

In speaking there are many aspects to describe how to be a good speakers we have to concentrating on preparation such as voice and delivery, speed of speaking, mastering of vocabulary, profanity, technical language, grammar and sentences structure, anecdotes and jokes, personal experiences.

b. Teaching speaking

A large percentage of the world's language learners study English in order to develop proficiency in speaking. The ability to speak a foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skills. When we use casual conversation, for example, our purposes may be to make social contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends. When we engage in discussion with someone, on the other hand, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. In some situations, we use speaking to give instructions or to get things done. We may use speaking to describe things, to complain about people's behavior, to

¹⁰. Ibid., 121

make polite requests, or to entertain people with jokes and anecdotes. Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs, the participants involved and their specific roles and relationship, and the kind of activity the speakers are involved. ¹¹

According to Kang discusses a number of factors that need to be considered in planning a speaking course. She refers to the influence of age, listening ability, socio cultural knowledge, and affective factors on the ability to speak a second or foreign language, and introduces the useful model developed by Canale and Swain to account for the components of speaking ability. This model describes speaking proficiency as depending on grammatical competence, discourse competence, and strategic competence, each of which needs to be addressed in a speaking course. Kang describes a variety of classroom activities which can be used to practice different aspects of conversational proficiency.¹²In the second paper, Tsang and Wong describe a study which sought to demonstrate the effectiveness of teaching university students in Hong Kong a set of conversational microskill and a working vocabulary needed to handle everyday conversations. Their study focused on the use of conversation practice, they found that students did achieve considerable gains in fluency and in the use of conversation starts. There was little improvement in pronunciation or grammar, however.

¹¹ . Jack C. Richards, Willy A. Renandya, op.cit., p. 201.s

¹².*Ibid.*

In the final paper in this section Green . Christopher, and Lam examine one aspect of speaking proficiency – discussion skill – and explore how these can be developed sin the classroom. They begin from the observation that teachers often experience difficulties in using disscussion activities. The topics chosen may not lead to productive discussion. Students pay little attention to the language they or others use during discussions, and learners receive insufficient feedback on their performance. The approach discussed in the article is learner-centered. Which allows students to choose and organize their own topics,carry out peer-and self –observation and evaluation. And analyze the information they gather.

The papers in this section demonstrate that in developing a speaking course. The nature of speaking as well as the factors involved in producing fluent and appropriate speech needs to be understood. Classroom activities should be selected on the basis of problems learners experience with different aspects of speaking and the kinds of interaction the activities provide. In addition, consideration needs to be given as to how learners will receive feedback on the language they use during speaking tasks¹³

c. The Purpose of speaking

Speaking as meaningful interaction between people, the purpose of speaking are:

- a. Giving and asking for factual information, e.g. describing, reporting etc.
- b. Asking expressing and asking about attitudes, e.g. agreement/disagreement,

¹³. Ibid., 212

- c. Knowledge/ignorance, ability, permission;
- d. Suasion, e.g. suggesting, requesting, warning;
- e. Socializing, e.g. attracting attention, addressing, greeting, introducing;
- f. Structuring discourse, e.g. opening, summarizing, changing the theme, closing;
- g. Communication repair, e.g. signaling non-understanding, appealing for assistance, paraphrasing.¹⁴

d. Elements of Speaking

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language ‘on the spot’.

a. Language features

Among the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example), are the following:

- Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying *I would have gone*)

but also to use fluent ‘connected speech’(as in *I’d’ ve gone*). In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

¹⁴Sari, Luoma, *Assessing Speaking*, Cambridge, New York, 2004. p. 33-34

- Expressive devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

- Lexis and grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction

- Negotiation language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.¹⁵

¹⁵ . Jeremy Harmer, *The Practice of English Language Teaching*, Longmen Cambridge 2001, p. 269

b. Mental / Social processing

If part of a speaker's productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates.

- Language processing

Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

- Interacting with others

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

- (On-the-spot) information processing

Quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it. The longer it takes for ` the penny to drop ` the less effective we are as instant communicators.

However, it should be remembered that this instant response is very culture-specific, and is not prized by speakers in many other language communities.¹⁶

e. Speaking Activities

According to Jeremy Harmer kinds of speaking activities are currently in use fall at or near the communicative end of the communication continuum. In this section we will look at some of the most widely-used. Such as:

a. Prepared talks

Teacher asks students to make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script.

For students to benefit from doing oral presentations, teacher needs to invest some time in the procedures and processes they are involved in. In the first place, teacher needs to give them time to prepare their talks (and help in preparing them, if necessary). Then students need a chance to rehearse their presentations. This can often be done by getting them to present to each other in pairs or small groups first. The teacher and the class can decide together on criteria for what makes a good presentation and the listener in each pair can then give feedback on what the speaker has said. The presenter will then be in a good position to make a better presentation. :However,

¹⁶ . *Ibid*

this only works if students have had a chance to discuss feedback criteria first.

When a student makes a presentation, it is important that teacher give other students tasks to carry out as they listen. Maybe they will be the kind of feedback tasks we have just described. Perhaps they will involve the students in asking follow-up questions. The point is that presentations have to involve active listening as well as active speaking.

Whether or not feedback comes from the teacher, the students or a combination of both, it is important that students who have made an oral presentation get a chance to analyze what they have done, and then, if possible, repeat it again in another setting so that they do it better.

Based on the explanation above that prepared talks is helps the students to prepare their topic to present in class well. Before presentation students should be prepare what's the topic will be present. May they will present with the note or without it and built their confidence to speak up their mind and give some argumentations.

From the group presentation between students and teacher get the feedback. And it is the important things in this research, that the students get the opportunities to analyze what they have done, and repeat again when they founds the mistake from their presentation setting up again for better results.

b. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something

to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns -and thus can be situated in the middle of our communication continuum.

Students can design questionnaires on any topic that is appropriate. As they do so, the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions or prepared talks.¹⁷

From the explanation above that questionnaire useful to writer to ensure the data especially for writer knows the students interested to the topic also. And do not makes students are passive in studying process and boring.

The teachers have the responsibility of providing the best kind of exposure to language. That the learner can be internalization the basic rules of target in language. Thus the teacher controls the language input, the learner will construct in their minds. The teacher should also allow speaking abilities to improve in learners at the learners own natural face.

f. Component of Assessing Speaking

Analytically scored by two independent raters (not the author) using the conversational English proficiency ratings for accent, grammar, vocabulary, fluency and comprehension.¹⁸

¹⁷. Ibid, p.274

¹⁸. Jack Richards and Willy A Renandya, *op.cit.*, p. 215

The writer also uses short text as media to presents and improve students speaking skill and built students confidence for speak in public to less student's nervousness.

B. Group Presentation

a. The Definition of group presentation

A *presentation* is a special kind of talk: an exercise in persuasion involving one or more presenters, in which something new is presented to an invited audience for consideration. For a student this is likely to be a new topic, not previously considered on the course, in relation to which it would be necessary to introduce the subject, define essential terms, persuade those present of its relevance and importance as part of the course, and provide a basis for discussion. Each presentation, having a limited objective, should be complete in itself – but should leave the audience interested, impressed, ready to discuss, and wanting to know more.¹⁹

Group presentations are often used for work group or project team reports, major sales meetings, and panels. Teams of speakers may be chosen to showcase the knowledge of certain people, introduce key members of the hierarchy, or just to add variety in a long presentation.

Sometimes organizations have politically oriented reasons for choosing a team format. Perhaps key members of a work team are poor speakers, a high-level executive may be especially nervous, or an audience member might have a connection with several people on the team. The key is to know your audience and its expectations. Once

¹⁹. Robert Barras, *Speaking for yourself, A guide for students*, Routledge Taylor & Francis group, 2006, p.72

you've determined those things, match your team's skills, abilities, and needs to them.

Most of the basic rules that apply to a single speaker apply to group presentations. Here are some additional tips for preparing and presenting in situations involving more than one speaker.²⁰

According to the writer opinion that presentation is to instruct or invites to makes somebody interests with the things or other. For students, presentation is to introduce the new knowledge and source with another person in the class but in the presentation having a limited object to share and should be complete in itself and also importance things is should leave the audience interested, impressed, ready to discuss about anything, open their mind for solving the problem critically, and wanting to know anything more.

b. Preparing for a Group Presentation

Preparing to speak as a team is just a little more difficult than preparing to present alone. Consider the following factors when putting together a team production:

- Practice together.

Practice your presentation together as a group as well as individually.

- Manage your time.

Team presentations take more time and practice than individual speeches. For high-stakes team presentations, create

²⁰.Public speaking and Presentation Demystified Melody Templeton, New York Chicago Sa Francisco Lisbon London Madrid Mexico City, Milan New Delhi San Juan Seoul Singapore Sydney Toronto,2010 by The Mc. Graw-Hill Companies. P. 220

a communication plan, a simple form to document communication responsibilities and schedules.

- Have a backup.

Things will go wrong. If you prepare well enough, no one will know when the pieces don't come together as planned. Have a person prepared to stand in for each speaker, just in case. The backup has to be comfortable with not only the words but also the appropriate style to get the message across.²¹

- Share the stage.

Not all members of a large group have to speak during the presentation. An ideal number is four to six presenters. As a rule of thumb, a twenty-minute presentation should be filled by no more than five speakers unless there is a compelling reason to include more voices

- Use slides with consistent fonts, templates, colors, and styles.

When possible, one person should prepare visual aids for the entire team. A team's coordinated presentation appearance supports the perception of teamwork.

- Know your environment.

Check out the physical setup before the audience arrives. Prepare and practice with that setup in mind.

- Look like a team.

Perception is important, so use consistent clothing to enhance your team image.²²

²¹. *Ibid.*

²². *Ibid.*, p. 222

c. Presenting as a Group

Just as preparing for a team presentation is slightly more complicated than preparing to speak alone, presenting as a team is also a bit more demanding. These ideas will help your team look and sound great:

- Listen to each other.

Pay special attention during the question-and answer period. Don't step on each other's lines, which means don't begin speaking until other panel members have finished. If a question has been answered incompletely or needs to be clarified, other panel members should feel free to add to the answer. Do so tactfully and without making the first speaker or group feel embarrassed.

- Nonverbal communication counts.

Remember that the whole panel is onstage before, during, and after the presentation. Give full attention to the speaker; don't look around the room, practice your speech, or talk with someone else on your panel. While one person from the group is speaking, all other members should keep their eyes on the presenter.

- Develop your own language.

Agree on a signal that the group members can use to indicate that a speaker's time is up. The signal should be unrecognizable to the audience but clear to the group. Trust each other for cues on posture, eye contact, or other distracting behaviors.

- Share the Q&A time.

When the formal part of the presentation ends, all members of the group should either sit or stand together to take questions. The last speaker should not be the only one left standing, since audience. Members are then tempted to direct all questions to that person. For each question, the team member to answer should be the one who has the best information and is most comfortable with the topic.

- Take back your power.

At the end of the question-and-answer period, one person should be prepared to give a quick wrap-up, reviewing the most important points. Return the audience's focus to your message, not just the last question.

For any group presentation, think *team*. Work together, support each other, and emphasize the best skills of each speaker.²³

Presenting in public is an important career skill for anyone in the sciences, and this practical manual is essential reading for researchers and clinicians who are preparing talks for meetings and academic conferences.

A good presentation is essentially the same as a good story. The speaker keeps the audience in sync with him; they are neither ahead of nor too far behind each turn in the narrative.²⁴

²³. *Ibid*, p.223

²⁴. Scott Morgan, Barret Whitener. *Speaking about science a manual for creating clear presentations*, Cambridge University Press, 2006.P.3.

In an oral presentation, it is the speaker. As a result, the most effective talks follow the principles of good storytelling. The speaker determines the sequence and timing of information so the audience can learn his process in a logical, coordinated and step-by-step fashion.²⁵

Scott Morgan used to prepare his talks this way. When he attended a presentation, he would hear the title, introduction, data and conclusion points, and assume they should be prepared in the same order.²⁶

d. Advantages of group work

1. Like pair work, it dramatically increase the amount of talking for individual students.
2. Unlike pair work, because there are more than two people in the group, personal relationship are usually less problematic; there is also a greater chance of different opinions and varied contributions than in pair work.
3. It encourages broader skills of cooperation and negotiation than pair work, and yet is more private than work in front of the whole class. Lynne Flowerdew (1998) found that it was especially appropriate in Hong Kong where its use accorded with Confucian principles which her Cantonese speaking students were comfortable with. Furthermore, her students were prepared to evaluate each other's performance both positively and negatively whereas in a bigger group a natural tendency for self-effacement made this less likely.

²⁵. *Ibid*, p. 7

²⁶. *Ibid*, p. 9

4. It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.
5. Although we do not wish any individuals in groups to be completely passive, nevertheless some students can choose their level of participation more readily than in a whole-class or pair work situation.²⁷

e. Disadvantages of group work

1. It is likely to be noisy (though not necessarily as loud as pair work can be). Some teachers feel that they lose control, and the whole – class feeling which has been painstakingly built up may dissipate when the class is split into smaller entities.
2. Not all students enjoy it since they would prefer to be the focus of the Teacher's attention rather than working with their peers. Sometimes students find themselves in uncongenial groups and wish they could be somewhere else.
3. Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate.
4. Groups can take longer to organize than pairs; beginning and ending group work activities- especially where people move around the class – can take time and be chaotic.²⁸

²⁷. *Op, cit.* p. 117

²⁸. *Ibid.* p. 118

CHAPTER III

RESEARCH PROCEDURE

G. Procedure of Research

a. Plan

1. Place, Subject and Time of Research

This research was conducted in MTs DaarulMuttaqien. The location of this research has been on duty at the site investigators. In addition based on observations, also because the target site selection (*goal*) on the basis of competence speaking skills during the time felt was lacking, necessitating appropriate strategies to achieve the target competencies speak.

Subject of the research in this study were second grade (Class 2A) Islamic Junior High School of MTs DaarulMuttaqien the number of students 54 people. The research conducted during English class.

Research will be held on March and April 2015.

b. Research Design and Method

1. Research Design

In this research the writer determined the classroom action research.

Method is an overall plan for the orderly presentation of language material, no

part of which contradicts, and of which is based upon, the selected approach.²⁹

²⁹. Jack Richard and Theodore S. Rodgers, Approach and Method in Language Teaching. Second Edition (Cambridge University Press, 2010), p.19

A classroom action research (CAR) is used at an English speaking practice in the classroom to improve students' speaking skill. Why the writer uses CAR in the research, because action research starts from the classroom situation that teacher needs improvement. The process consists of isolating a problem for inquiry, taking action. Collecting data, observing what happens, and then reflecting on the whole process before recycling into further study.

Action research has the following characteristic:

1. Its primary goal is to improve teaching and learning in schools and classroom, and it is conducted during the process of regular teaching.
2. It is usually small-scale and is intended to help resolve problems rather than simply be research for its own sake.
3. It can be carried out by an individual teacher or in collaboration with the other teachers.³⁰

Action research is about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless.³¹

From the definition above the writer makes conclusion that action research in this study means a systematic study to overcome educational problems for betterment done by teachers or in collaboration of teacher the writer by means of their own reflection

². Jack C. Richards and Thomas C. Farrell, *Professional development for language teachers learning*, (Cambridge university Press, 2005), p. 171

³¹. Valsa Koshy, *Action research for improving practice "a practical guide"*, Paul Chapman Publishing, London. Thousand Oaks. New Delhi 2005, p. 9

upon the effect of these action. In this research the writer aimed to overcome the students' problems in improving their speaking skill. The writer collaborated with the teacher implementing the action research. The writer discussed with the teacher about the topic, group presentation, exercise and the test items. The teacher watched and observed the teaching learning process.

2. Research Method

Classroom action research is kind of qualitative research. It can tell action research because in the research started by planning, there is an action subject of research, and evaluation to the result after action, whereas, it is called qualitative research because when analyze the data used qualitative method without statistical accounting.

Action research refer to teacher- conduct classroom research that seeks to clarify and resolve practical teaching issues and problems, the term "action research" refer to two dimension of this kind activity: the word research in "action research" refer to systematic approach to carrying out investigations and collecting information that is designed to illuminate an issues or problem and also to improve classroom practice. The word actions refer to taking practical action to resolve classroom problem.

Action research takes place in teacher's own classroom and involve. A cycle of activities centering on identifying a problem or issue, collecting information about the student problem and issue, devising media or strategy to address the issue, trying out the media, and observing it is effects.

A research method to understand the workings of the target object in question. By using appropriate methods to get the results as expected, because the research methods instruction giving out directions, patterns, and stages of a research work. The method used, the method of action research (*action research*). The process of action research is planned to take place in two cycles.

Each cycle consists of four stages: (1) planning, (2) action, (3) observation, and (4) reflection. The process of class action activity the researchers did was opposite of the problem being solved, then the researcher to plan and execute an action. In the implementation of the action researchers do delivery of materials, test actions, and observations for activities done. The next steps, based on observation and group presentation, researcher reflect the activities. The problems that appear in the first cycle is a problem that must be solved in the second cycle. Furthermore, the activity starts again as activity in the first cycle, is use planning, action, observation, and reflection with the changes to address the problems that arise in cycle I.

c. Research Procedure

1. Plan

In this section, the research will tells the planning of the research as follows:

1. To have legal permission from the school principal to conduct this classroom action research.
2. To observe for getting the data in the first observation.
3. Introduce the new model of learning that should be effective for putting on the indicators learning.

4. To design the lesson plan that match with the indicators learning, the writer uses the group presentation technique as a model of learning to improve students speaking skill.

5. Preparing the instrument of getting data for used in the classroom activities.

2. Action

According to Kang discusses a number of factors that need to be considered in planning a speaking course. She refers to the influence of age, listening ability, socio cultural knowledge, and affective factors on the ability to speak a second or foreign language, and introduces the useful model developed by Canale and Swain to account for the components of speaking ability. This model describes speaking proficiency as depending on grammatical competence, discourse competence, and strategic competence, each of which needs to be addressed in a speaking course. Kang describes a variety of classroom activities which can be used to practice different aspects of conversational proficiency.³²In the second paper, Tsang and Wong describe a study which sought to demonstrate the effectiveness of teaching university students in Hong Kong a set of conversational microskill and a working vocabulary needed to handle everyday conversations. Their study focused on the use of conversation practice, they found that students did achieve considerable gains in fluency and in the use of conversation starts. There was little improvement in pronunciation or grammar, however.

³² .Jack C. Richard, op.cit., p. 202.

From the explanation above that the writer said that teaching speaking is not only for obligation but as a teacher we have to know the student's needs and pay attention to their situation and motivation because the environments has a big fluency for studying.

As a teacher should be has a good skill for teaching because before teach the teacher need prepare a lesson plan based on the syllabuss and should be know the interest theme and good starategies for providing the material also.

3. Observation

Observation is data collecting technique through observing this systematically toward phenomena that to be researched observation used to know the situation of the class, improvement of student speaking skill in the class.

Observation at the action cycle is done with the aim to determine the activity level students in English language learning activities in the classroom, ability early on conversational skills and the extent to which the use of language students prior to the implementation of the action.

Activities undertaken in the observation is as follows:

- a. Gather information to determine the student's learning situation, motivation students learning, teaching and learning methods language speaking skills students to determine the main problems experienced by students in speaking English. Information collected from students performance when presentation going on and questionnaire to evaluate the

response students English language learning activities in the classroom before the implementation of the action.

- b. Using the technique of participant observation sheet to participate in learning process in the classroom to determine the extent to which the ability English speaking students, linguistics abilities and capabilities the use of language by conducting the tests.

4. Reflection

Reflection describes on evaluation the results of the action both of cycle I and cycle II is done. To evaluates the results in the cycle I uses the aim of designing aplan of action and replanning for the next cycle II.

d. Technique of Data Collection

1. Research Instrument

Data collection instrumentused in this study to collect data is as follows.

a) Observation

Observation is data collecting technique through observing this systematically towardphenomena that to be researched observation used to know the situation of the class, improvement of student speaking skill in the class.

Activities undertaken in the observation is as follows:

- a. Gather information to determine the student's leraning situation, motivation students learning, teaching and learning methods language speaking skills students to determine the main problems experienced by students in speaking English. Information collected from students

performance when presentation going on and questionnaire to evaluate the response students English language learning activities in the classroom before the implementation of the action.

- b. Using the technique of participant observation sheet to participate in learning process in the classroom to determine the extent to which the ability English speaking students, linguistics abilities and capabilities the use of language by conducting the tests.

b) Questionnaire

The questionnaire was given to students to obtain information related to the students feelings, interests and motivation of students in the learning. The questionnaire was also used to reveal the effectiveness of *group presentation* as media in teaching speaking skill, and the difficulties experienced by students when speaking through the medium of the *group presentation*.

c) Test

The writer used test to measure students ability in order to know their skill and to get the data. In this research, the writer used an objective test type that is speaking skill presentation.

The test is used to measure the ability of the students in study English with the group presentation as media, before action the teacher gives students the text and every student should be answer the questions and take the conclusion of the text and then the teacher can know the ability, motivation and the comprehension of the students are good or less for the first data before treatment, after that when the teacher knows the result the teacher should be gives explanation about

the material and made the students interest for joining the learning, from the first data the teacher know what is the students need and the problem when the presentation going on and of course the teacher looking for the problem solving of the problem in the classroom activities.

The aspects considered include the aspects of language which consists of accent, grammar, vocabulary, fluency and comprehension that students are assessed based spoken translation on the speaking skill comprehension as well as speaking for the submission (comprehensibility and method of delivering argument).

d) Presentation of Short Text

Presentation was used to gain the data, through short text. That was performed by students from each group one by one.

The use of group presentation on describing the short text is becoming increasingly popular as a data gathering techniques. The idea to take a conclusion of short text resources has made group presentation a viable and effective way of gathering information.

In other students presentation the writer gives all of the students the conclusion sheets (speaking instrument) to rewrite what they understood from the presentation as a test.

e. Technique of Data Analysis

Engineering observations made in this study is to participate. Data collection techniques used in this study is carried out through three phases which prior to the enactment of action Cycle, each such cycle is described as follows:

a). Observation

Observation at the action cycle is done with the aim to determine the activity level of students, student motivation and interested theme of study in English language learning activities in the classroom and the writer also gives a test to measure the score of the students test.

By using observation the writer identified the process of the research as follows:

a. Plan

At this stage, the preparation is done before holding direct observation to the class is to prepare a learning how to be an ideal group presentation, takes a conclusion of presentation according to the theme that was chosen by each group and gives an idea to make a paragraph one by one from each group. Teaching materials for use in the classroom and final test at the end of the first cycle of learning benefits and assessment criteria.

b) Implementation

The implementation phase that describes the activities carried out by the researcher. The implementation the writer providing the theme and then explains in more detail about group presentation and ask the students for taking a conclusion of the presentation and also provide an opportunity for students to ask.

c) Action

Action phase is the implementation of learning how to be an ideal group presentation, takes a conclusion of presentation

according to the theme that was chosen by each group and gives an idea to makes a paragraph one by one from each group which has been designed at the planning stage.

d)Observation

In this phase, observations focused on the data obtained in the classroom during the first cycle in progress by observing the results of teaching speaking skills in the classroom.the teacher describes and evaluates the results of the action on the first cycle with the aim of designing a plan of action for the next cycle II Data the form of quantitative data obtained from the results of the final test cycle I, evaluated and calculated using the formula for determining individual student scores result. Similarly can detail qualitative data obtained in writing descriptively.

e) Reflection

In this phase, the teacher describes and evaluates the results of the action research taken from observation data of the researched. And redesign a plan of action for the next cycle by adding the new strategies to revise students lack of presentation performance in improving students speaking skill.

f. The Technique of Data Analyzing

There are two (2) types of data in this study. Qualitative data and quantitative data. The qualitative data obtained from the activities on any action in each cycle. While the quantitative data obtained from initial test data of students, the final test I and test II and the end of the questionnaire. Both of these data were analyzed descriptively. The results of the questionnaire were analyzed descriptively by comparing the results of the initial test

questionnaire, questionnaire final test I and II questionnaires final test.

Quantitative data were analyzed descriptively to determine the improvement of students speaking skills are mastered from the comparison of the results of the initial test and final test. Criteria used in the assessment of students' speaking skills Assessment Rubric adopted from speaking to students by Jack Richard and Willy A Renandya Were modified in accordance with the conditions of the students.³³

The Assessment of Speaking Test

Rating Accent

Rating	Accent
6	Native pronunciation, with no trace of 'foreign accent'.
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
4	Marked 'foreign accent' and occasional mispronunciations that do not interfere with understanding.
3	'Foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

³³ Jack Richard and Willy A Renandya, *Methodology in language teaching an anthology of current practice*, Cambridge university Press, New York, 2002 p.222

1	Pronunciation frequently unintelligible.
---	--

Rating grammar

Rating	Grammar
6	No more than two errors during the conversation
5	Few errors, with no patterns of failure
4	Occasional errors showing imperfect control of some patterns but no weakness the causes misunderstanding
3	Frequent error showing inappropriate use of some conversational micro skills or misunderstanding
2	Constant errors showing control of very few conversational micro skill or major patterns, and frequently preventing communication
1	Grammar almost entirely inappropriate or inaccurate, except in stock phrases

Rating Vocabulary

Rating	Vocabulary
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
5	Vocabulary broad, precise and adequate to cope with complex practical problems and varied topics of general interest (Current events, as well as work, family, time, food, transportation)
4	Vocabulary adequate to discuss special interests and any nontechnical subject with some circumlocutions

3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common familiar topics
2	Vocabulary limited basic personal areas and very familiar topics (autobiographic information, personal experiences, etc.)
1	Vocabulary limited to minimum courtesy requirements

Rating Fluency

Rating	Fluency
6	Speech on all general topics as effortless and smooth as a native speaker's
5	Speech is effortless and smooth, but perceptibly nonnative in speed and evenness.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
3	Speech is frequently besitant and jerky; sentences may be left uncompleted.
2	Speech is very slow and uneven, except for short or routine sentences: frequently punctuated by silence or long pauses.
1	Speech is so halting and fragmentary that conversation is virtually impossible.

Rating comprehension

Rating	Comprehension
6	Understand everything in informal and colloquial speech to be expected of an educated native speaker.
5	Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech
4	Understand quite well normal educated speech directed to him or her but requires occasional repetition or rephrasing
3	Understand careful, somewhat simplified speech directed to him or her, but requires considerable repetition and rephrasing.
2	Understand only slow, very simple speech on topics of general interest; requires constant repetition and rephrasing.
1	Understands too little to respond to conversation ignitions or topic nominations

Table 3.1 Speaking Skills Assessment Rubric (Jack Richard and Willy A Renandya 2002:225)

In analyzing of the data, the writer will apply the following technique:

1. Preparing the key
2. Correcting and scoring the students' answer sheets.
3. Computing the students' correct answer on the test.
4. Computing the percentage of the three correct answer on the test.

5. The students' score is used to determine the level of their skill in speaking English particular as follows:

a. Student learning outcomes test scores using the formula:

$$\text{Value} = \frac{\text{value obtained by student} \times 6}{\text{Total maximum score}}$$

b. Average class using the formula:

$$X = \frac{\sum N \times 6}{n}$$

Description:

X = Mean

$\sum N$ = total value obtained by students

N = Number of students

As for interpreting scores associated with assessment speaking students, assessment criteria used benchmark belongs to Simon (2005:17).

No.	Score (%)	Level of Capability
1.	70% - 84%	Very good (A)
2.	55% - 69%	Both (B)
3.	40% - 54%	Enough (C)
4.	25% - 39%	Less (D)
5.	0% - 24%	Very less (E)

Table 3.2 Criteria Reference Speaking Skills Assessment (Simon, 2005:15)

Based on the above table, the category of student achievement levels as follows:

1. Category “very good” if the value of the students acquisition 70 to 84
2. Category “both” if the value of the students acquisition 55 to 69
3. Category “enough” if the value of the students acquisition 40 to 54
4. Category “less” if the value of the students acquisition 25 to 39
5. Category “very less” if the value of the students acquisition 0 to 24

The results of the questionnaire both at the beginning of the test is calculated and presentation final test of each question depicted descriptive through following formula (Heaton, 1998: 25):

$$\% = \frac{\text{The number of students who choose to question}}{\text{The total number of students}} \times 6$$

The total number of students

Minimum completeness criteria (KKM) for English subjects in MTs Daarul Muttaqien is 50, so in this regard, the provision of treatment (cycles) will expire after 50 KKM figures could be obtained.

g. Data Analysis Results Presentation Techniques

Writing the results of this study using formal and informal methods. Informal methods used in the form of with the usual string of words in order to impress a detailed explanation and decompose (Sudaryanto, 1993:145). While the formal method of presentation is the formulation of the sign or symbol-emblem used as a complement informal methods. sign or shape emblem is as follows:

C = *comprehensibility* (understanding of the topic), M = *Method of delivering arguments* (delivery methods topic); T = Transcription, S = Standard .

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

A. Research Finding

In collecting the data, the writer used two cycle; cycle 1, and cycle 2, and also used four kinds of instrument; questionnaire, observation, test, and group presentation. Questionnaire was given to students to obtain information related to the students' feelings, interests and motivation of students before. The questionnaire was also used to reveal the effectiveness of group presentation in teaching speaking skills, and the difficulties experienced by students when speaking through the medium of the group presentation, Observation is data collecting technique through observing this systematically toward phenomena that to be researched observation used to know the situation of the class, improvement of student speaking skill in the class, Test to find out their result of speaking learning using short text, and presentation of short text is becoming increasingly popular as a data gathering techniques. The idea to take a conclusion of short text resources has made group presentation a viable and effective way of in gathering information.

This Classroom Action Research is conducted with two cycles:

The implementation from this classroom action research was planned into two cycles; each cycle consisted of two meeting and discussed short text for presentation.

B. Cycle I

1. Plan

In cycle I, the writer designed the lesson plan based on syllabus and applied the short text as action to improve student's speaking skill, the writer also provided the teaching material focus on the topic.

2. Implementation

Learning activity on cycle I was conducted on Friday and Saturday March, 20 and 21 2015, by time allocation 2 x 40 minutes, in cycle I the writer discussed about expression ask for my friend's attention, check if my friends understand me and taking a conclusion from presentation.

3. Action

The steps of teaching learning on cycle I as follows:

Meeting I

1. In the design the teacher introduces herself and her purpose came at the class, the teacher asked students about day and date by using English language.
2. Teacher gives the questioner, the questioner about English presentation before students are given material. In order for teachers to know the extent to which students know and understand about the English presentation.
3. The teacher introduced the topic of the day "Expression Ask for my friend's attention and taking a conclusion from presentation. She gave the definition and explained it, the students listened the explanation. Then, she gave the example of model a group presentation to students.

Meeting II

1. The second meeting, teachers greet students, asking the presence of students, and the teacher asked back material that has been taught at the first meeting and discussed again at the second meeting
2. The teacher divided the students become 6 groups each group consist of 9students in the last meeting. Furthermore, the teacher gave the duration for students to discuss and presentation based on the chosen theme they paid attention to their work.
3. Teachers provide opportunities for learners to share their group's work after seeing the model of a group presentation that they are seeing before givingmaterial, the teacher invites learners to practice speaking in front of the class and present their idea, reason and experience based on the theme to their friends. Most of them did not perform well. They were shy, not brave and not confidentsto speak in front of the class and did not mastery the vocabulary also. The writer assumed the most of student were commonly still confuse how to express their idea and feeling through group presentation based on the theme for each group.

4. Observation

After the writer observes action research in the classroom, the writer has conclusion:

- 1) Students participant

Students are given the task to write a conclusion that's in the presentation, before the student makes six groups, each

group has nine members. In the learning process, students prepare themselves before presenting content presentation. And during this activity, students are very interested in the learning process, students do not fall silent because they understand what they are going to present me in front of the class, because they can prepare in advance. Participants are enough students to discuss and present the contents of the presentation.

2) Students Creativity

Having seen activity, the writer seemed that the students were motivated to speak English. Fill them practice presenting based on the theme are chosen in front of the class or outside of class, they are so excited when they told me about the ideas in presentation. Although their speaking skill is enough low and sometime they used their native language. The writer found in accent, grammar, vocabulary, fluency and comprehension (see table Cycle 1). Students' creativity is a part of criteria observation sheet, in learning process the writer found students' difficulties in presentation about the theme, because it is the first time for them.

3) Students Time work

Having seen the activity, the writer observes that were many improvements each students become better that before and more active. The results of the activity were mixed some students were doing it well and some students who were weak in doing this the writer found that score. The writer conducts teacher and students' activity. According to Skinner learning

process must effective and fun because it cans make students' enjoy and fun. The result of observation is good.

In learning process, the authors make six groups to conduct a presentation based on the theme are chosen and present it in the front of the class. Then, she mentioned groups which perform to the class, most of them did not perform well. They were shy, not brave and not confident to speak in front of the class.

4) Effectively of group presentation

The writer observes the activity in the classroom that focused on how far the effectiveness of using group presentation to improve students' speaking skill. On the cycle 1, the writer gives a test different themes situations between one group and another groups. Having observed the activity the writer observed there were improvement in this part there were weak, active, and some students more struggle.

OBSERVATION SHEET STUDENTS AND TEACHERS' ACTIVITY

No	Observation Aspects	The Result				Notes
		2	3	4	5	
	a. Students' Participation					Very Good
	b. Students' Creativity		3			Good
	c. Students' Time Work	2				Enough
	d. Effective of Group Presentation	2				Less Very less

Learning process should be active and relationship between teacher and learner. According to Skinner, teaching process had to be

measurable so that the emphasis on behaviorism reflected the instrumental rationality of the period. If teachers could understand how the learning process occurred they could endeavor to ensure that their activity. The more effective their teaching might become so that they achieve their specified objectives usually behavioral in nature. Teacher uses different methods of instruction'. Therefore, lessons and teaching materials could be designed it to enjoy and fun in transfer knowledge.

Key to control and guide behavior is the understanding of needs, motive and interest. The understanding and proper use of motivational techniques bring interest, good moral, rewards for test to makes students are struggle and fun, effective learning and a sense of real achievement to classroom. So Teacher is a person who transfers knowledge to students should be a motivator who motivate or support his or her students in learning. Clearly a major factor in the continuance of students' motivation is the teacher, lack of curriculum emphasis on speaking skills, teachers' limited English proficiency, class conditions do not favor oral activities, limited opportunities outside of class to practice are part of reason poor speaking skill, According Jack Richard Based on the student' assessments of the test, it can be described that students' speaking skill still below average. For the details, we can refer to the following table:

Table 1.4 The Result of Cycle 1

No.	Name	Criteria										Score	
		Accent		grammar		vocabulary		fluency		comprehension		O	T
		O	T	O	T	O	T	O	T	O	T		
	N.F.D	1	1	1	2	1	1	1	2	1	1	5	7

S.K	1	1	1	1	1	1	1	2	1	1	1	6	5
S.I	1	1	1	1	1	1	1	1	1	1	1	5	5
P	1	1	1	1	1	1	1	1	1	1	2	5	6
A.R	1	2	1	1	1	1	1	1	1	1	1	5	6
M.M	1	1	1	2	1	1	1	1	1	1	1	5	6
N.K	1	1	1	1	1	1	1	1	1	1	1	5	5
D.D	1	1	1	1	1	1	1	1	1	1	1	5	5
N.S	1	1	1	1	1	1	1	1	1	1	1	5	5
S.N.S	1	1	1	2	1	1	1	1	1	1	1	5	6
	1	1	1	1	1	1	1	1	1	1	1	5	5
	1	2	1	1	1	1	1	1	1	1	1	5	6
N.S	1	1	1	1	1	1	1	1	1	1	1	5	5
N	1	1	1	1	1	1	1	1	1	1	1	5	5
M.J	1	1	1	1	1	1	1	1	1	1	1	5	5
M.U	1	1	1	1	1	1	1	1	1	1	1	5	5
	1	1	1	1	1	1	1	1	1	1	1	5	5
W.N	1	1	1	1	1	1	1	1	1	1	1	5	5
TOTAL												276	301

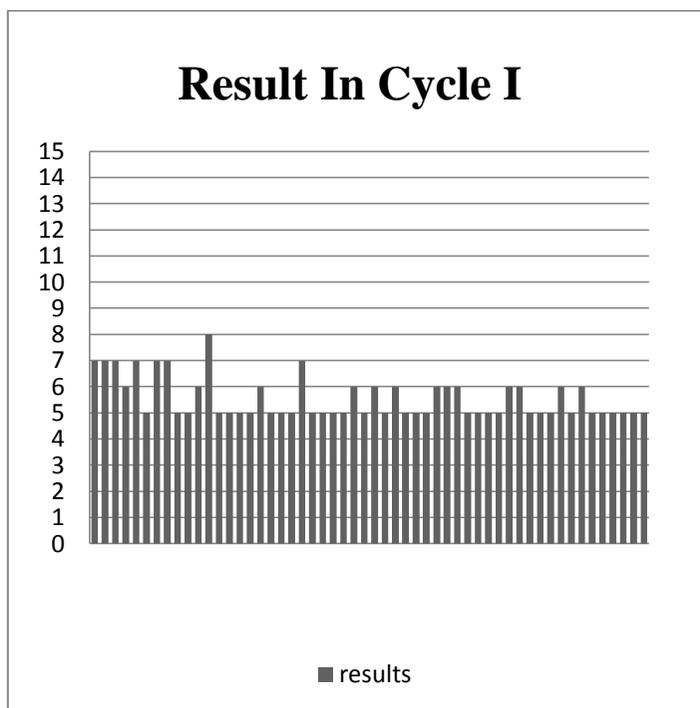
Note: O: (Observer) and T: (English Teacher)

$$\text{Mean} = \bar{X} = \frac{\sum fx}{N} = \frac{276 \times 6}{54} = \frac{1656}{54} = 30,7 \text{ (D/Less)}$$

$$= \frac{301 \times 6}{54} = \frac{1806}{54} = 33,5 \text{ (D/Less)}$$

The average value of the table above (seen from the assessment criteria used benchmark Simon) but the only criteria value to 84 not 100.

Graphic 1.3 The Result In Cycle I



Based on the table and graphic above, student speaking score is very low, and based on the average of students' score in first cycle the position of speaking proficiency level is 33,5. They do not have confident control of the accent, grammar, vocabulary, fluency and comprehension. The average of second cycle is better than cycle I and the position of speaking proficiency is in level 50+, they error never interfere with understanding and rarely disturb the native speaker.

The next process collecting data, the writer uses group presentation as a media to resulting students' test. Group presentation is part of important thing, because group presentation is more effective to result students test (short text presentation).

Each member of group prepare before performance, they prepared all of performance, begun from text, vocabulary. In conducted the test and group presentation. Group presentations are also very useful when it comes to collecting accurate information on student participation and attitudes. So the writer used group presentation as an instrument of gathering data.

Process collected the data through group presentation and short text conclusions of the speech event and by allowing assessors time to review and revise their judgments. Assessing speaking is thus not impossible, but it is difficult. The strongest feature of this book is that Sari Luoma discusses with great clarity the problems of assessing speaking, and she does this in the light of her broad and deep understanding of the nature of speaking.

4. Reflection

In this section, the writer found that the students score is low because test is too difficult for them, and they still confuse for utilizing the spoken and language also the vocabulary. Therefore, the writer sets the new design of learning group presentation of renew action that will be done in the cycle I. And the writer conclude that in the cycle II the writer should be revise the planning of the research to improve students speaking skill and changes the strategies of teaching. In the cycle I the writer uses the group presentation but doesn't gives the students short text the teacher only gives the topic and students should improve it by their own group presentation but in the cycle II the writer tries and revise to give students short text to make it easy for students and also some vocabularies to easier more than before to improve students speaking skill and students score of the test.

In the end of the first cycle, the writer conducted evaluation test. The result of the test showed that the maximum score is 8 minimum score is 5 and the average score is 33, 5 for details. On the second test in cycle II, the writer uses social activity, from table observation sheet 1, it can be seen that Students' Participation is 1 it means very less score, effectively of group presentation, and time work got 2 point, it means less score, but students' creativity got 3 point, it means enough score.

It seems, the two middle students who were getting the top score was test same students. It might mean that two students have a strong motivation to learn so that the score is increased and enjoyable in the second speaking skill or cycle 1. JereBrophy in his book said that motivation is present and activities are enjoyable to students, learning still requires concentration and effort.

C. Cycle II

1. Revised plan

- a. To Revise developing student interest in Speaking Lesson
- b. Set the new design of learning presentation as a group which usingshort text as the media to improve students' speaking skill.

2. Implementation

Learning activity on cycle II was conducted on 3 and 4April, 2015, by time allocation 2 x 40 minutes, in cycle II the writer discussed about expressions asking opinion and giving opinion.

The students kept going on speaking discussed about short text in group (9 students in each group), so that, each students had more turn taking to demonstrate their ability in speaking about describing

ideas, reason, expressions asking opinion and giving opinion. Each student is given not more than 10 minutes in doing this activity. The researcher got involved into each group presenting the problems and increases.

3. Action

The steps of teaching learning on cycle II as follows:

Meeting III

1. The teacher say hello to students, and check students attendance, the teacher introduced the topic of the day “expressions asking opinion and giving opinion”, she gave the definition and explained it, the students’ listened the explanation. Then, she gave the short text for enrich knowledge based on the theme to the students.
2. The teacher divided the students become 6 groups each group consist of 9 students in the last meeting. Furthermore, the teacher gave the duration for students to discuss and presentation based on the chosen theme they paid attention to their work.

Meeting IV

1. Teachers provide opportunities for learners to share their group’s work after giving the short text based on theme that they are choosing, the teacher invites learners to practice speaking in front of the class and present their idea, reason and experience based on the theme to their friends. Most of them were performed well. They did not shy, brave and confidents to speak in front of the class. The teacher gives a test with material that has been given in order to know the progress of students in accent, grammar, vocabulary, fluency and comprehension. With the aim to find out result in the second cycle.

5. Observation

After the writer observes action research in the classroom, the writer has conclusion:

1) Students participant

Students are given the task to write a conclusion that's in the presentation, before the student makes six groups, each group has nine members. In the learning process, students prepare themselves before presenting content presentation. And during this activity, students are very interested in the learning process, students do not fall silent because they understand what they are going to present me in front of the class, because they can prepare in advance. Participants are enough students to discuss and present the contents of the presentation.

2) Students Creativity

Having seen activity, the writer seemed that the students were motivated to speak English. Fill them practice presenting based on the theme are chosen in front of the class or outside of class, they are so excited when they told me about the ideas in presentation. Although their speaking skill is enough changes and sometime they used their native language. The writer found in accent, grammar, vocabulary, fluency and comprehension (see table Cycle II). Students' creativity is a part of criteria observation sheet, in learning process the writer found students' difficulties in presentation about the theme, because it is the first time for them.

3) Students Time work

Having seen the activity, the writer observes that were many improvements each students become better that before and more active. The results of the activity were mixed some students were doing it well and some students who were changes in doing this the writer found that score. The writer conducts teacher and students' activity. According to Skinner learning process must effective and fun because it cans make students' enjoy and fun. The result of observation is good.

In learning process, the authors make six groups to conduct a presentation based on the theme are chosen and present it in the front of the class. Then, she mentioned names which perform to the class, most of them did not perform well. They were not shy, brave and more confident to speak in front of the class.

4) Effectively of Group Presentation

Having seen the activity the writer observed that there were more improvement, self activity to the students becomes better and better, more struggle and active, although there were some students have difficulties doing this.

OBSERVATION SHEET STUDENTS'

No	Observation Aspects	The Result					Notes
		2	3	4	5		
	a. Students' Participation b. Students' Creativity c. Students' Time Work d. Effectively of Group Presentation						Very Good Good Enough Less Very less

In this table observe, the writer conducts teacher and students' activity. According to Skinner learning process must effective and fun because it cans make students' enjoy and fun. The result of observation is good. Each componentsof student participant, students creative, students' time work, and effectively of group presentation. The score of students participation is 4, it mean Students' participation in the class is good, score of students creative is 4, it means students creative in the class is good, and score of students' timework is 4, and effectively of Group Presentation for taking a conclusion is 5, it mean effectively of group presentation are very good, because process relationship between students and teacher instruction are good.

In the end of the second cycle, the writer conducted evaluation test. The result of the test showed that the maximum score is 13, the minimum score is 9 and the average score is 65, 7.

In process collecting data, the writer uses presentation of short text as a media to resulting students' test. Group presentation is part of important thing, because presentation is more effective to result students test (Taking a conclusion of Short Text Presentation).

In process collecting the data, the writer used test and presentation of short text, in cycle II when the writer results taking a conclusion of short text group presentation as medium to improve students speaking skill, the writer gave instruction. In the end of the second cycle, the writer conducted evaluation test. The result of the test showed that the maximum score is 13, the minimum score is 9 and the average score is 65, 7.

Table 2.4 The Result of Cycle II

No.	Name	Criteria										Score	
		Accent		Grammar		Vocabulary		Fluency		Comprehension			
		O	T	O	T	O	T	O	T	O	T	O	T
1.	N.F.D	2	1	2	1	3	3	2	1	3	4	12	10
2.	D.P	2	1	2	1	3	3	2	1	3	3	12	9
3.	R	2	1	2	1	1	3	2	1	3	4	10	10
4.	D	2	1	2	1	1	3	2	1	3	3	10	9
5.	Q	2	1	1	2	1	3	2	1	3	4	9	11
6.	J	1	1	1	1	1	3	1	2	4	4	8	11
7.	S	1	1	1	1	3	3	1	2	3	3	9	10
8.	Y	1	1	1	1	3	3	1	2	4	3	10	10
9.	M	1	1	1	1	3	3	1	2	4	3	10	10
10.	A	1	1	1	1	3	3	1	2	4	4	10	11
11.	L	1	2	2	2	3	3	1	2	4	3	11	12
12.	.F	2	1	1	1	3	3	2	2	3	3	11	10
13.	M	1	1	1	1	2	3	1	2	3	4	8	11
14.	A	1	1	1	2	1	3	1	2	3	4	7	12
15.	A.S	2	1	1	2	1	3	2	1	3	4	9	11
16.	R.S	2	2	1	2	2	3	2	1	3	4	10	12
17.	A	2	2	1	2	2	3	2	1	3	4	10	12
18.	P	2	1	1	2	1	3	2	1	3	4	9	11
19.	.W	2	1	1	1	1	3	2	2	3	4	9	11
20.		2	1	1	2	1	3	2	2	3	4	9	12
21.	E.N.F	1	2	2	2	1	3	1	2	3	4	8	13
22.	N.R	1	1	1	2	1	3	1	1	3	4	7	11
23.	A	2	2	1	2	1	3	2	2	3	4	9	13
24.	Y.Z	2	2	1	1	3	3	2	1	3	4	11	11
25.	S.W	1	2	2	2	3	3	1	2	3	4	10	13
26.	.R	2	1	1	2	3	3	2	1	3	4	11	11
27.	K	1	2	1	2	3	3	1	1	3	4	9	12
28.	H	2	1	1	2	2	3	2	1	3	4	10	11
29.	K	2	2	1	1	2	3	2	2	3	4	10	12
30.	P.A.P	2	2	1	1	3	3	2	1	3	4	11	11
31.	N	2	1	1	2		3	2	1	3	4	11	11
32.	D	1	1	1	2	2	3	1	1	3	4	8	11

33.	R	1	1	2	2	3	3	1	2	3	4	10	12
34.	N	1	1	1	1	3	3	1	1	3	3	9	9
35.	A	2	1	1	1	2	3	2	1	3	3	10	9
36.	A.N	2	2	1	1	2	3	2	1	3	3	10	10
37.	S.P	2	2	1	2	3	3	2	2	3	4	11	13
38.	S.K		2	1	2	2	3	2	2	3	4	10	13
39.	S.I	2	2	1	2	3	3	2	2	3	4	11	13
40.	P	2	1	1	2	3	3	2	1	3	3	11	10
41.	A.R	2	2	1	2	3	3	2	2	3	3	11	12
42.	M.M	1	1	1	2	3	3	1	2	3	3	10	11
43.	N.K	1	1	1	1	3	3	1	2	3	4	9	11
44.	D.D	2	1	1	2	3	3	2	2	3	3	11	11
45.	N.S	1	2	1	1	2	3	1	2	4	3	9	11
46.	S.N.S	1	2	1	1	2	3	1	1	4	3	9	10
47.		2	1	1	1	3	3	1	1	4	4	11	10
48.		2	1	1	1	3	3	2	1	4	4	12	10
49.	N.S	1	1	1	1	3	3	1	1	4	4	10	10
50.	N	2	1	1	1	3	3	2	1	4	4	12	10
51.	M.J	1	2	1	1	3	3	1	1	4	3	10	10
52.	M.U	1	1	1	1	3	3	1	1	4	3	10	9
53.		1	2	1	1	2	3	1	1	4	4	9	11
54.	W.N	1	2	1	1	2	3	2	1	4	4	10	11
	TOTAL											1522	1552

Note: N: Ns (Observer) and T: English Teacher (Mr. R)

$$\text{Mean} = \bar{X} = \frac{\sum fx}{N} = \frac{533 \times 6}{54} = \frac{3198}{54} = \mathbf{59, 3 (B/Good)}$$

$$= \frac{591 \times 6}{54} = \frac{3546}{54} = \mathbf{65, 7(B/Good)}$$

Based on the table above, student speaking score was high.

We can compare between table 1.4 and 2.4 there are many significance improvements in speaking skill.

Reflection II

The activity looked more active than before, they more struggle and active to listen and speak from presenting the short text based on the ideas, reason and experience that were chosen themes situation for the groups. Although there were some students have somewhat difficult to speak. So the writer uses group presentation as a media to improve student confidence, group work, performance and also new knowledge. According Jeremy Harmer kinds of speaking activities are currently in use fall at or near the communicative end of the communication continuum. In this section we will look at some of the most widely-used. Such as:

a. Prepared talks

Teacher asks students to make a presentation on a theme of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes based on the ideas, reason and experience.

b. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns -

and thus can be situated in the middle of our communication continuum.

Students can design questionnaires on any topic that is appropriate. As they do so, the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions or prepared talks.³⁴

From the explanation above that questionnaire useful to writer to ensure the data especially for writer knows the students interested to the topic also. And do not makes students are passive in studying process and boring.

D. Interpretation of Data Analyzing

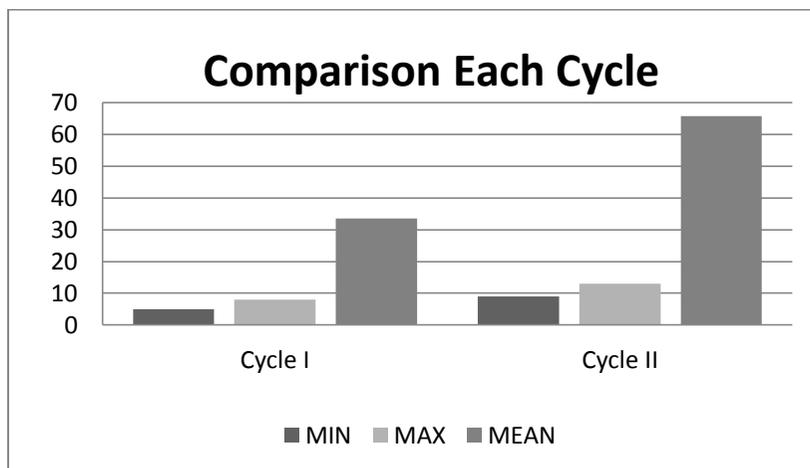
In this study, the writer intends to describe the result of students' speaking after maximizing the media of short text as kind learning media in the classroom. Having analyzed the improvement in each cycle, the writer knows that two great improvement. It can be seen from the comparison of the result of evaluation test in each cycle. For details, it can be refer on the following table.

Table 4.4 The Result of Evaluation Test in Each Cycle

Category	First Cycle Test	Second Cycle Test
SUM	1806	3546
MIN	5	9
MAX	8	13
AVERAGE	33,5	65,7

³⁴. *Ibid*, p.352

Graphic 3.3The Comparison of the Result in Each Cycle



In the table and graphic above, it can be compared the result of the first test to the last test. It can be described the students' speaking improved from understand to over standard. In the table above, we can compare the result of the first test to the last test and teachers doing research just to cycle II. because in cycle I teachers received grades below 33, 5 while the KKM is 50 so her teacher continued research into cycle II and cycle II teachers scored above KKM is 65, 7 so the teacher thought to stop in cycle II because it is effective to use the media group presentation in speaking skill because of the value that was obtained in cycle II is above KKM. It can describe the increasing of the students speaking improve from 33, 5 to 65, 7.

Many teachers faced with students at different comprehension and levels adopt a mixture of solutions such as the ones we have suggested here. However, it is vitally important that this is done in a supportive and non-judgmental manner, because all of students have

different level and comprehension each skill. This is reason why the writer uses short text for group presentation and assessment component not only language, but also body language, learn about different character, and the most important thing is make them happy and enjoy situation.

Students' motivation and teachers' competence as a part of important thing in learning process, JereBrophy in his book said that motivation is present and activities are enjoyable to students, learning still requires concentration and effort. The motives, goals, and strategies that your students develop in response to learning activities will depend both on the nature of the activities, Students may be motivated to learn from an activity whether or not they find its content interesting or its processes enjoyable. They may not get to choose the activity, but they can choose to make the most of the learning opportunities it presents

In essence, motivation to learn is adoption of learning goals and related strategies; it is not linked directly to either extrinsic motivation or intrinsic motivation. Themselves and on how you present them. Teachers' comprehension is also part of important thing, because Teacher is a person who transfers knowledge to students should be a motivator who motivate or support his or her students in learning. And teacher should be understood what is student needs in learning and the suitable strategies and good attitude in teaching because students always judges teacher attitudes and the character and strategies for providing the material also. Clearly a major factor in the continuance of students' motivation is the teacher.

So group presentations more effective in developing student way of thinking, ways of understanding, way of speaks up their mind, way of expressing reason, asking and giving opinion, than ordinary classroom discussion because short text as the language of all artistic creation, make them happy and enjoy situation in learning.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research entitled “improving students’ speaking skill through group presentation” at the second grade (Class 2A) Islamic junior high school of DaarulMuttaqienTangerang, the writer can conclude that:

1. By using Questionnaire to obtain information related to the students feelings, interest and motivation of students in learning, the writer identify that students interest theme to improve students speaking skill and questionnaire is helpful to get data.
2. The writer identify students speaking in the class by using observation and the result of the test is not good enough because students are interest to Arabic than English but the writer tries to makes joyful learning by using group presentation as method.
3. By using group presentation all of students can participate and be active. There is improvement of students’ speaking ability. It can be seen from the students’ result of speaking performance test. In the first cycle, the average score of students’ speaking performance test is 33,5and the second cycle the average score of students’ speaking test become 65,7. Whereas, in the last cycle the average score is good based on the position of speaking proficiency.By using group presentation all of students enjoy in learning and begun to build their confidence well, to

less their nervousness in public speaking and gives new experience and knowledge also, to be able for mastering the new vocabulary and memorizing it well to helps them for understanding the short text.

According to the students' average score of each cycle, the writer can compare and conclude that using group presentation is effective media to improve students' speaking skill.

B. Suggestions

After presenting the conclusion, the writer tries to offer suggestion which may be more useful not only for teacher but also for students.

1. For teacher, the writer offer suggestion to use group presentation in teaching speaking skills because based on the result of research, this media is effective to prepare and improve students speaking skill.
2. For teacher, the writer suggests to the teacher that teacher should be fair to judge student character and task do not makes students jealous each other students and always gives students rewards for whose get good results and attitude in the class.
3. For teacher, the writer suggests to the teacher that teacher always be a good motivator for students and gives more attention to student feelings and conditions in learning process.
4. For students, the writer suggests to the students should more practice to improve their speaking skill.
5. For students, the writer suggest and supports to the students should be brave for asking anything they don't understand well

and don't be shy to do the false thing because teacher's duty is to correct students false in studying.

6. For the school, the writer suggests to add the equipment that can support the improvement of students and teachers in teaching learning process. Especially in English lessons.
7. For the school, the writer suggests to add the potential expert in their competences in teaching learning especially for English lesson. Always gives the equal rewards to appraise the dedication and contribution sin teaching.
8. Students in IAIN SMH Banten or other researcher who conduct this research as one of a reference.