

# Report - 01. Improving Speaking Skill by Applying Oral Presentation of the Seventh Grade Students.pdf

*by Abdul Syakur*

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## Improving Speaking Skill by Applying Oral Presentation of the Seventh Grade Students

26  
Abd. Syakur

33  
Postgraduate Program of English Education STKIP PGRI Sidoarjo, Indonesia  
syakurabdmpd@gmail.com,

### Abstract

The study aimed to improve the students' speaking skills by applying Classroom Action Research (CAR) using a collaborative design. There are five steps involved in the investigation: main research, planning, implementing the plan, witnessing the action, and reflecting on the activities carried out in two cycles. There are five steps involved in the investigation: main research, planning, implementing the plan, witnessing the action, and reflecting on the actions carried out in two cycles on 20 first semester VII graders 2019/2020 at Public junior high school 11 Malang. The type of research data was through the mechanism of observation and testing as an instrument of this research. Based on the results of the application of the mechanism it was determined that the students' presentation skills had a statistically significant mean result (from 46 % first cycle to 75 % the second cycle). As indicated by the increase in the average score of students in the preliminary study, the average score of students in the preliminary study was 6.95 in the first cycle and 7.21 in the second cycle in the first cycle of the preliminary study.

**Keywords:** speaking skill, classroom action research, oral presentation

### Introduction

English is very significant for everyone who wants to gain access to global communication where people need both spoken and written the English language for communication (Matsuda, 2017). In Indonesia, English becomes a foreign language being taught in schools from kindergarten to University level (Burns, 2019). Teaching and learning English covers the four language skills, i.e., listening, speaking, reading, writing, and the language components, for instance, structure, vocabulary, and pronunciation, that are taught to work in harmony (Anum & Apriyanto, 2019; Bolos, 2012). Speaking as a mode of oral communication in the information age must be taught and developed by every English-language teacher in Indonesia for the country to progress (McGee, Haworth, & MacIntyre, 2015; Solmaz, 2019). Communication skill in English is considered one of the primary goals in personal satisfaction for English learners, but it is also a preferred qualification for achieving other interests or career goals, according to some studies (Riddell, 2014). Solmaz (2019) states that most people believe that mastering the art of speaking is the most important aspect of learning a second or foreign language. Success is measured by one's ability to carry on a conversation in the target language.

Language is an art whose main mode of expression is through speech (Martin-Beltran & Peercy, 2014). Both children and adults use it more frequently than they do writing, and children learn to speak before they learn to read and write themselves. They also defined talk as a mode of communication that has been developed by people all over the world. Communicating effectively in English is extremely important in everyday life (Heritage, Walqui, & Linqanti, 2020). Burns (2019) argued that speaking is the ability to communicate for various purposes, with each purpose requiring a different set of skills.

Furthermore, speaking is the ability to communicate in a foreign language. The ability to talk is characterized as speaking in a real-life situation, the ability to describe occurrences precisely, or the ability to talk or convey a sequence of messages fluently. Listening, speaking, reading, and writing is all skills for English learners. Students should master listening, speaking, reading, and writing (Hall, 2011). Skills in English have the different spelling of the word carefully. Materials are taught orally before they are present in written form.

Speaking practice in class is an effective means to continuously build motivation in learning foreign languages (Almaguer & Esquierdo, 2013; Elfers & Stritikus, 2014). Several categories of spoken activity are commonly employed; we will begin by discussing these categories before moving on to specific examples of speaking activity in the real world. Based on his ideas or opinions, classroom speaking activities can be classified into (Banegas, 2011).

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Teachers could ask our students to act out scenes from plays or their coursebook, with the results sometimes being recorded on video by the teacher. Students often reenact dialogues they have written. There are

two kinds of activities through this script. They are Play scripts and Acting out dialogues. Students should act as if they are preparing a script for an acting assignment.

To put it another way, we must help them to read through the scripts as if we were stage directors, indicating stress, tone, and speed. Therefore, their words will have substance. Before giving their final performances, students get further experience in acting out both the learning and language-producing activities (Sigit Apriyanto, 2019). Don't choose the shyest students to be the first to go to the front of the class. To create a supportive learning environment, we need to work. We should give students time to practice their dialogues ahead of time. Teaching conversations is beneficial if we give students time to work on them.

Communication games seek to get students to speak quickly and fluently. These two categories deserve attention. Information gap games: Many games depend on a player having to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures. TV and radio games Many games found on radio and TV serve as good fluency activities when imported into the classroom. The chairperson poses typically questions to the team, then identifies one of two or three answers based on that answer. They must answer yes/no questions, such as "Can you use it in the kitchen?" "Is it bigger than someone?" Every 20 questions, they get points.

Oral Presentation is an active strategy that involves the students learning how to prepare and present their language orally. Consequently, learn how to prepare and present an oral report or presentation is an important language skill for the students to learn to fear speaking in front of a group instead of building confidence in their oral language abilities (Sigit Apriyanto & Anum, 2018). Getting students to present or describe their spokes given by the teacher or chosen by themselves is very important suitable for junior high school students to train them to try to use language appropriately. Oral Presentation is presented not by reading aloud but by referring to notes or cue cards created by the student. Oral presentation is required through preparation by students and can be designed at all levels of proficiency. There are some advantages of Oral Presentation; as list some advantages of oral presentation. They are (1) it is a kind of an informal and relaxed context (2) it is conducted over successive days with each student, (3) it archives observation or an oral presentation.

The basic standards that the students have to reach are such as: Listening, Speaking, Reading, and Writing (Damayanti, 2017; Klingner, Boardman, Eppolito, & Schonwise, 2012). At the Junior High level, English teachers seldom focus on speaking skills. When teaching speaking, the teacher emphasizes their teaching product, which is speaking (Hassinger-Das, Toub, Hirsh-Pasek, & Golinkoff, 2017; Smagorinsky, Shelton, & Moore, 2015). It means that the teacher does speaking practice from time to time, only explaining the topic while the students listen (DiCerbo, Anstrom, Baker, & Rivera, 2014; Şerife & Gökdaş). The students are not provided with a model as an example. The students then are asked to write and speak a short dialogue or composition with time allowed to do without practice (Şerife & Gökdaş; Shaw, Lyon, Stoddart, Mosqueda, & Menor, 2014).

An oral presentation is often also called an oral report that describes the content of a paper, marketing plan, sales idea, new product design, or method (Solmaz, 2019; VanPatten, 2017). Solmaz (2019) Furthermore, he said that "A summary of oral assessment techniques would therefore be incomplete without some consideration of extensive speaking tasks". Assessment standards used (Sung, 2016): (a) standards, (b) determining appropriate tasks, (c) optimizing results, (d) determining practical procedures and criteria. Oral presentation assessment standards by providing certain criteria are a common way of evaluating student work. Holistic scoring is used as a practical method of scoring, but it can obscure performance variability across several subcategories, particularly the two main components of content and delivery.

Besides the regular lesson, it has English Rhetoric, Mathematics, and Science, Bilingual lesson, English program from Non-Academic Competence one of fifteen extracurricular programs, Intensive English Conversation (IEC) and road Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), and English for Professional Teacher Training. Those lessons support the Basic Strategic Planning of Public junior high Scholl 11 Malang as it has planned. The obsession and the vision of the school can be understood. English plays an important role in the increasing of school's quality (Elfers & Stritikus, 2014; Uztosun, 2013). Moreover, since the school is promoted to be a pioneering Local Standard School, National Standard School, and International Standard School, English becomes more important than before. The English teachers' obsession, the students' willingness, the principal support, and the available facilities for the teaching and learning process lead Public junior high Scholl 11 Malang to better and better, although it has just been found in 2019/2020. The above statements motivate and support the researcher as the English teacher of Public junior high Scholl 11 Malang to find an alternative strategy to increase/improve the students' interest to learn English, especially speaking skills.

The teacher's observations as an English teacher lead her to believe that it is the underlying reason. Many students claim that they are passive and reluctant to speak English because they have neither a knowledge nor an understanding of the language to express nor confidence in their ability to understand the topics being learned in class (Syah et al., 2021). When they are faced with a situation in which they are expected to communicate orally in English, they are more likely to be nervous.

Due to the general results of the speaking teaching techniques used so far, teaching and learning speaking become more complicated (Hall, 2011; Thornbury, 2011). Teachers use standard and monotonous methods in teaching students. The students were given some examples of dialogues and then asked to display the dialogues in front of the class, which is the teaching method of communicating. In applying this method, students are not faced with realistic and natural conditions such as interacting with other people for real (Alqarni, 2015; Thornton & Cruz, 2013; Villegas, SaizdeLaMora, Martin, & Mills, 2018). Assignment instructions given to students are not based on motivation that is oriented towards fluent communication. The orientation is generally only to get good grades. Students may become more unmotivated if they realize nothing is interesting or challenging in the learning process. These attitudes and behaviors must be changed.

From the statements above, we can understand that the basic competence of speaking skills is to express meaning in transactional and interpersonal conversation shortly and simply to make an interaction with the nearest surroundings (Sigit Apriyanto, 2020). It is suitable that the researcher integrates those others based on oral presentation or oral reports they have learned. Based on the background above, this Classroom Action Research was conducted to develop speaking teaching through Oral Presentation, which is believed to solve students' speaking problems. Finally, the expected results can improve students' speaking skills. On this basis, the formulation of the problem: "How does Oral Presentation improve the speaking ability of the seventh-grade students at Public junior high Scholl 11 Malang?"

## Methodology

### Research Design

In this study, the researcher used a qualitative approach with a Classroom Action Research design (see Apriyanto & Anum, 2018; Ayu et al., 2020; Dalman et al., 2020). Hall (2011) argued, "Classroom Action Research (CAR) for English Learning aims at discovering learning-teaching strategies that match learners' style and strategies in learning English." CAR may be repeated several times if the result is unsatisfactory with the revised lesson plan (Tekin, 2013). Considering the objective of Classroom Action Research, which is to improve the quality of teaching and learning, the researcher is expected to use this design to enhance the speaking ability of seventh-grade students at Public junior high Scholl 11 Malang through oral presentation (see Hidayat et al., 2019). The researcher served as the designer, observer, practitioner, and rater of this Classroom Action Research implementation, and collaborated with a collaborator who aided the researcher in ensuring the validity of the results.

Elfers et al. (2014) define that action research is any systematic investigation carried out by teachers, researchers, principals, school counselors, or educational stakeholders as a learning method in students. This data is collected to gain insight, foster reflective practice, enact positive change in the school environment, and improve student outcomes and the lives of those involved. This study follows a design (Thornbury, 2011) where each cycle consists of four steps: action planning, action implementation, observation and evaluation, and analysis and reflection. The four main steps are preceded by a preliminary study and analysis and identification of problems, as shown in the figure below.

## Improving Speaking Skill by Applying Oral Presentation of the Seventh Grade Students

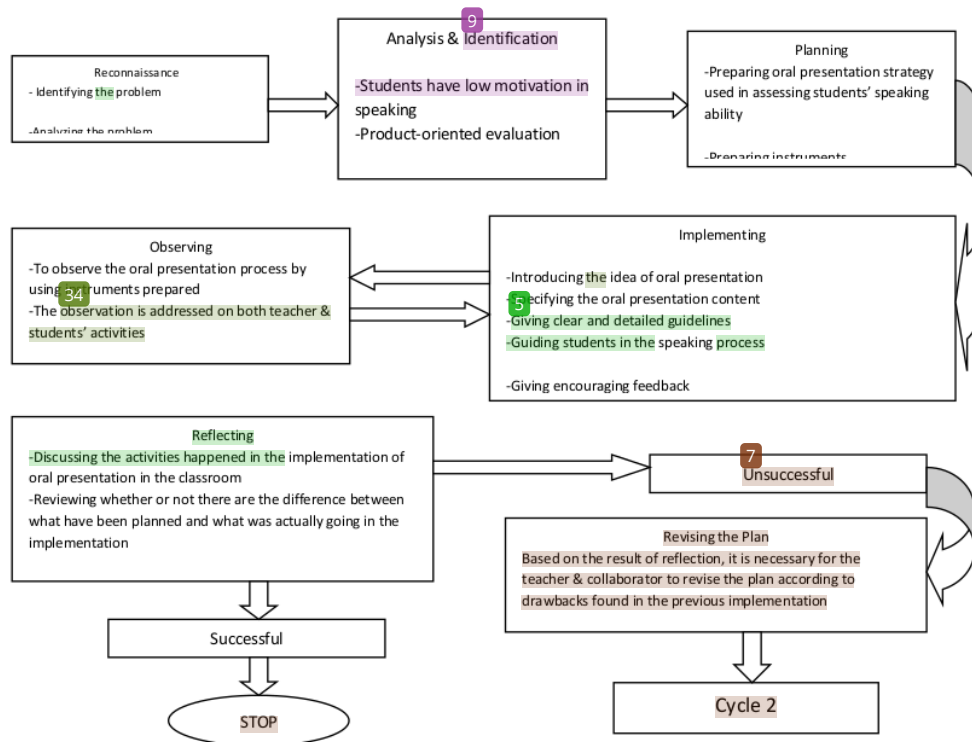


Figure 1. The Classroom Action Research Procedure

### Research Setting and Subjects

This action research was conducted at Public junior high school 11 Malang, Indonesia. The school has three classes of the seventh grade and two classes of the second grade. Each class of the seventh grade has twenty students on average. At the same time, the eighth grade has twenty-six students in each class. There are three English teachers, and the researcher is one of the English teachers at this school. The subject of this study were the students of the first semester of 2019/2020 academic year. There are three parallel classes of the seventh-grade students in this school. Therefore, the researcher took one of them for the study. The selected classes were the seventh C class that consists of 20 students, and the researcher took all of them as the subject of the study.

The researcher chose this school and the seventh-grade students as his study subjects for the following reasons. Firstly, the researcher would like to make new innovations in developing the teaching and learning process, especially teaching speaking skills. Secondly, the English teachers at this school still had a problem exploring an appropriate strategy to improve the students' speaking skills. Third, the students still found difficulties in speaking since the teacher focused their teaching mostly on grammatical exercises and the product of speaking. Fourth, the classroom activities did not provide students with sufficient speaking practice. Even though the teaching of English was minimal. Fifth, the oral presentation had not been applied at this school. Finally, the English teachers said they knew a little about oral presentation strategy and were interested in trying out how oral presentation strategy works in the classroom.

### Research Procedure

The researcher acts as an action designer, observer, and assessor of the students' speaking performance in this study. In contrast, the collaborator acts as an assistant and assessor of the students' speaking test to maintain the reliability of the test. This research is said to be successful or not. Observations and reflections are carried out based on the criteria that have been determined for the action. If the action does not meet the success criteria, it will continue to the next cycle until the requirements are met.

On the other hand, if the action meets the criteria for success, then the action will be stopped. The implementation of the action was carried out during the teaching and learning process in the first semester of the 2019/2020 academic year. The description of the steps for the implementation of the Oral Presentation or Oral Report Work activities is presented in Table 1 below:

Table 1

**1** *The implementation of Oral Presentation or Oral Report Work in "Problem-solving and Decision Making" activity*

| No | Stages        | Activities in class  |
|----|---------------|--|
| 1  | Pre-activity  | 1. Warming-up<br>-greet and check the attendance list<br>-brainstorming<br>-Introducing Oral Presentation or Oral Report Work activities.<br>-Explain the purpose<br>-Explaining instructions in carrying out activities |
| 2  | Main-activity | 2. Implementation of "Oral Presentation or Oral Report. Making activity:<br>-Divide students into five groups<br>-gives problems to solve<br>-provide opportunities for each group to report the results of their group  |
| 3  | Post-activity | 3. Closing<br>-evaluate student performance by providing evaluations <b>1</b> related to pronunciation, grammar, and vocabulary<br>-motivate students to speak more confidently<br>-close the meeting                    |

**Instrument of Research**

**a. Observation**

Researchers carried out observations during the implementation of the Oral Presentation activities as one of the stages in obtaining accurate and reliable data. Researchers used various instruments: observation format, field notes, and tests. This format was used to collect information about the students' oral proficiency, which also included their pronunciation, grammar, vocabulary, fluency, and comprehensibility, among other things. A score range from 1 to 10 assigned to each student, and the description of their oral proficiency was included in the observation format. The data collected from the observation activities was used to evaluate whether or not students' ability to speak has improved or progressed over time..

**b. **1**est**

The **1**est is categorized as an oral ability **1**est in speaking. It is used to determine the level of students' ability to communicate verbally. It was giving grades to students based on the results of student performance in presentations. The researcher observed how students used English and gave marks. The teacher gives an analytical assessment of student performance on a **1**est of 1-10. This analytic score shows how well students' abilities are observed separately in each component: pronunciation, grammar, vocabulary, fluency, and comprehension. The ability to maintain the reliability of the test result was observed or evaluated by two raters, one of whom was the researcher herself and the other who was a collaborator. There were two kinds of tests: (1) In this preliminary test, the students' speaking abilities were assessed in order to obtain a general description of their speaking abilities before implementing oral **36**resentation or oral report work activities. (2) Going to follow the implementation of the action, a follow-up test was performed to determine whether or not the students' speaking abilities had progressed or improved (Table 2).

Table 2.

**2** *Description of Oral proficiency by Hughes (2003:131) Pronunciation*

| <b>36</b> Proficiency Description  | <b>2</b> ale of Score |
|--|-----------------------|
| 1. Pronunciation frequently incomprehensible   | 1.0 – 4.5             |
| 2. Frequent mistake and very heavy accent  | 4.6 – 5.5             |
| 3. Make understanding difficult, require frequent repetition<br>"Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding | 5.6 – 6.5             |
| 4. Marked "Foreign accent" and occasional mispronunciation which do not interfere with understanding.  | 6.6 – 7.5             |
| 5. No conspicuous mispronunciations, but would not be taken for a native speaker   | 7.6 – 8.5             |
| 6. Native pronunciation, with no trace of "Foreign accent."  | 8.6 – 10.0            |

**Findings**

**A. Cycle 1**

This section began with cycle 1. There were two meetings in this cycle. The planning of the action started by deciding the type of tasks or assignments, deciding the topics of the activity, and designing the lesson plan. After being implemented, it was observed and evaluated whether it would be continued to the next cycle or not. The teacher evaluated how the activity was going on and commented on the group performances by correcting the students' mistakes, mainly on pronunciation, grammar, vocabulary, and comprehensibility, based on their findings during the observation process. Finally, the teacher closed the lesson and ready to have the greeting from the students, and it was followed by saying to the students goodbye and see you next meeting (about 15 minutes). The result of the students' speaking ability in this cycle is presented in Table 3 below.

**Table 3.**  
*The Score of the students' speaking ability from the researcher and the collaborator in cycle 1*

| Name         | Researcher  |             |             |             |             | Total       | Avg         | Collaborator |             |             |             |             | Total       | Avg         |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
|              | Pro.        | Gra         | Voc         | Flu         | Com         |             |             | Pro          | Gra         | Voc         | Flu         | Com         |             |             |
| S1           | 5.0         | 5.0         | 6.0         | 6.0         | 7.0         | 29.1        | 5.80        | 5.5          | 5.4         | 6.2         | 6.3         | 6.2         | 29.7        | 5.94        |
| S2           | 6.5         | 6.6         | 6.4         | 6.7         | 6.8         | 33.0        | 6.60        | 6.6          | 6.7         | 6.5         | 6.8         | 6.9         | 33.5        | 6.70        |
| S3           | 7.4         | 7.6         | 7.8         | 7.5         | 7.8         | 38.1        | 7.62        | 7.5          | 7.6         | 7.8         | 7.6         | 7.8         | 38.3        | 7.66        |
| S4           | 8.0         | 8.5         | 8.0         | 7.5         | 7.8         | 39.8        | 7.96        | 8.2          | 8.6         | 8.2         | 7.8         | 7.9         | 40.7        | 8.14        |
| S5           | 6.8         | 8.0         | 8.0         | 7.4         | 7.8         | 38.0        | 7.60        | 6.9          | 8.2         | 8.2         | 7.4         | 7.6         | 38.3        | 7.66        |
| S6           | 5.0         | 5.0         | 6.0         | 6.0         | 7.0         | 29.0        | 5.80        | 5.0          | 5.0         | 6.0         | 6.0         | 7.0         | 29.0        | 5.80        |
| S7           | 5.0         | 5.0         | 6.0         | 6.0         | 7.0         | 29.0        | 5.80        | 5.0          | 5.0         | 6.0         | 6.0         | 7.0         | 29.0        | 5.80        |
| S8           | 6.4         | 6.5         | 6.6         | 6.8         | 7.0         | 33.3        | 6.66        | 6.4          | 6.5         | 6.6         | 6.8         | 7.0         | 33.3        | 6.66        |
| S9           | 6.8         | 8.0         | 8.0         | 7.4         | 7.8         | 38.0        | 7.60        | 6.8          | 8.0         | 8.0         | 7.4         | 7.8         | 38.0        | 7.60        |
| S10          | 5.8         | 5.9         | 6.0         | 6.5         | 6.6         | 30.8        | 6.16        | 5.8          | 5.8         | 7.0         | 6.4         | 6.5         | 31.5        | 6.30        |
| S11          | 6.8         | 8.0         | 8.0         | 7.4         | 7.8         | 38.0        | 7.60        | 6.9          | 8.0         | 8.0         | 7.5         | 6.7         | 37.1        | 7.42        |
| S12          | 6.4         | 6.5         | 6.6         | 6.8         | 7.0         | 33.3        | 6.66        | 6.5          | 6.5         | 6.5         | 6.7         | 7.1         | 33.3        | 6.66        |
| S13          | 6.5         | 6.6         | 6.4         | 6.7         | 6.8         | 33.0        | 6.60        | 6.6          | 6.6         | 6.4         | 6.7         | 6.8         | 33.1        | 6.62        |
| S14          | 8.0         | 8.5         | 8.0         | 7.5         | 7.8         | 39.8        | 7.96        | 8.4          | 8.5         | 8.2         | 8.5         | 8.0         | 41.6        | 8.32        |
| S15          | 6.8         | 8.0         | 8.0         | 7.4         | 7.8         | 38.0        | 7.60        | 6.7          | 8.0         | 8.0         | 7.4         | 7.7         | 37.8        | 7.56        |
| S16          | 5.0         | 5.0         | 6.0         | 6.0         | 7.0         | 29.0        | 5.80        | 6.0          | 6.0         | 6.0         | 6.0         | 7.0         | 31.0        | 6.20        |
| S17          | 6.4         | 6.5         | 6.6         | 6.8         | 7.0         | 33.3        | 6.66        | 6.5          | 6.5         | 6.5         | 6.7         | 7.2         | 33.4        | 6.68        |
| S18          | 7.4         | 7.6         | 7.8         | 7.5         | 7.8         | 38.1        | 7.62        | 7.5          | 7.5         | 7.6         | 7.4         | 7.7         | 37.7        | 7.54        |
| S19          | 6.8         | 8.0         | 8.0         | 7.4         | 7.8         | 38.0        | 7.60        | 6.7          | 8.2         | 8.0         | 7.3         | 7.6         | 37.8        | 7.56        |
| S20          | 6.4         | 6.5         | 6.6         | 6.8         | 7.0         | 33.3        | 6.66        | 6.4          | 6.4         | 6.5         | 6.6         | 7.0         | 32.9        | 6.58        |
| <b>Total</b> | <b>120.</b> | <b>137.</b> | <b>140.</b> | <b>138.</b> | <b>146.</b> | <b>691.</b> | <b>138.</b> | <b>131.</b>  | <b>139.</b> | <b>142.</b> | <b>134.</b> | <b>144.</b> | <b>697.</b> | <b>139.</b> |
| <b>Mean</b>  | <b>6.46</b> | <b>6.86</b> | <b>7.04</b> | <b>6.09</b> | <b>7.32</b> | <b>34.5</b> | <b>6.92</b> | <b>6.59</b>  | <b>6.95</b> | <b>7.11</b> | <b>6.96</b> | <b>7.22</b> | <b>34.8</b> | <b>6.97</b> |
| <b>n</b>     |             |             |             |             |             | <b>95</b>   |             |              |             |             |             |             | <b>5</b>    |             |

X1 = Researcher's scoring  
 X2 = Collaborator's scoring  
 $X1 = 138.36 : 20 = 6.92$   
 $X2 = 139.37 : 20 = 6.97$   
 $X = (6.92 + 6.97) : 2 = 6.945 = 6.95$

The data shows that two success indicators were fulfilled: 1) but of 20 students or about 46% of students were actively involved in the speaking activity. In other words, an increase in the number of students who actively participated in the speaking activity occurred. The students appeared to be more confident and less anxious when speaking in the target language orally. However, another criterion was not fulfilled. That is, the mean score could only 6.20. In contrast, the target score was 7.0 (the minimum standard) because 7.0 is the minimum standard score of school for the seventh-grade students at the Public junior high Scholl 11 Malang. Finally, it was discovered that the implementation of oral presentation activities in cycle 1 had not yet been completed satisfactorily. Thus, the action in Cycle 1 must be revised and then resumed for Cycle 2.

**A. Cycle 2**

Based on the research results in the first cycle, it did not show maximum results, so it was necessary to revise some of the implementations in the second cycle, as shown in Table 4 below.

**Table 4**  
The Score of the students' speaking ability from the researcher and the collaborator in cycle 2

| Name         | Researcher   |              |              |              |              | Total        | Avg           | Collaborator |              |              |              |              | Total        | Avg          |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
|              | Pro.         | Gra.         | Voc.         | Flue.        | Com          |              |               | Pro          | Gra          | Voc          | Flue.        | Com          |              |              |
| S1           | 6.4          | 7.4          | 7.5          | 7.6          | 7.8          | 36.7         | 7.34          | 6.3          | 7.3          | 7.4          | 7.4          | 7.6          | 36.0         | 7.20         |
| S2           | 6.7          | 6.8          | 7.2          | 7.2          | 7.1          | 35.0         | 7.00          | 6.8          | 6.7          | 7.1          | 7.1          | 7.2          | 35.0         | 7.00         |
| S3           | 7.6          | 7.7          | 7.8          | 7.8          | 7.8          | 38.7         | 7.74          | 7.6          | 7.6          | 7.7          | 7.7          | 7.6          | 38.2         | 7.64         |
| S4           | 8.3          | 8.7          | 8.3          | 8.5          | 8.3          | 42.1         | 8.42          | 8.2          | 8.6          | 8.4          | 8.4          | 8.2          | 41.8         | 8.36         |
| S5           | 7.1          | 8.3          | 8.4          | 7.6          | 7.7          | 39.1         | 7.82          | 7.1          | 8.2          | 8.3          | 7.6          | 7.6          | 38.8         | 7.76         |
| S6           | 6.2          | 6.4          | 6.5          | 6.4          | 7.2          | 32.7         | 6.54          | 6.3          | 6.4          | 6.4          | 6.6          | 7.2          | 32.9         | 6.62         |
| S7           | 6.1          | 6.2          | 6.4          | 6.4          | 7.1          | 32.2         | 6.44          | 6.1          | 6.3          | 6.3          | 6.4          | 7.1          | 32.2         | 6.44         |
| S8           | 6.5          | 6.6          | 6.8          | 7.0          | 7.2          | 34.1         | 6.82          | 6.5          | 6.6          | 6.8          | 7.1          | 7.2          | 34.2         | 6.84         |
| S9           | 6.9          | 8.2          | 8.4          | 7.8          | 7.9          | 39.2         | 7.84          | 6.9          | 8.2          | 8.3          | 7.8          | 7.9          | 39.1         | 7.82         |
| S10          | 7.1          | 6.4          | 7.4          | 7.4          | 7.6          | 35.9         | 7.18          | 7.1          | 6.5          | 7.3          | 7.3          | 7.4          | 35.6         | 7.12         |
| S11          | 7.2          | 8.0          | 8.0          | 7.5          | 6.8          | 37.5         | 7.50          | 7.2          | 8.0          | 8.1          | 7.6          | 6.9          | 38.2         | 7.64         |
| S12          | 7.2          | 7.1          | 7.4          | 7.6          | 7.8          | 37.1         | 7.42          | 7.3          | 7.2          | 7.3          | 7.5          | 7.7          | 37.0         | 7.40         |
| S13          | 6.8          | 6.8          | 6.6          | 6.8          | 6.9          | 33.9         | 6.78          | 6.9          | 6.8          | 6.7          | 6.9          | 7.1          | 34.4         | 6.88         |
| S14          | 8.5          | 8.5          | 8.2          | 8.5          | 8.2          | 41.9         | 8.38          | 8.4          | 8.4          | 8.2          | 7.4          | 7.7          | 42.1         | 8.42         |
| S15          | 6.7          | 8.0          | 8.0          | 7.4          | 7.7          | 37.8         | 7.56          | 6.8          | 8.0          | 8.0          | 7.4          | 7.7          | 37.9         | 7.58         |
| S16          | 6.4          | 7.8          | 7.8          | 6.8          | 7.2          | 36.6         | 7.32          | 6.4          | 7.8          | 7.8          | 6.8          | 7.8          | 36.6         | 7.32         |
| S17          | 6.6          | 7.9          | 7.9          | 7.4          | 7.5          | 37.3         | 7.46          | 6.6          | 7.7          | 7.9          | 7.5          | 7.5          | 37.3         | 7.46         |
| S18          | 7.6          | 7.6          | 7.6          | 7.5          | 7.8          | 38.1         | 7.62          | 7.7          | 7.6          | 7.6          | 7.5          | 7.8          | 38.2         | 7.64         |
| S19          | 6.7          | 8.2          | 8.0          | 7.3          | 7.6          | 37.8         | 7.56          | 6.7          | 8.1          | 8.0          | 7.2          | 7.5          | 37.5         | 7.50         |
| S20          | 6.8          | 6.9          | 6.8          | 7.5          | 7.2          | 35.2         | 7.04          | 6.8          | 6.9          | 6.8          | 7.4          | 7.3          | 35.2         | 7.04         |
| <b>Total</b> | <b>139.4</b> | <b>149.5</b> | <b>151.0</b> | <b>148.0</b> | <b>150.4</b> | <b>738.9</b> | <b>147.71</b> | <b>139.4</b> | <b>139.7</b> | <b>148.9</b> | <b>150.4</b> | <b>146.6</b> | <b>738.2</b> | <b>140.6</b> |
| <b>Mean</b>  | <b>6.97</b>  | <b>7.47</b>  | <b>7.55</b>  | <b>7.04</b>  | <b>7.52</b>  | <b>36.94</b> | <b>7.385</b>  | <b>69.7</b>  | <b>6.985</b> | <b>7.44</b>  | <b>7.52</b>  | <b>7.33</b>  | <b>36.91</b> | <b>7.03</b>  |

$X_1 = \text{Researcher's scoring}$   
 $X_2 = \text{Collaborator's scoring}$   
 $X_1 = 147.71:20 = 7.39$   
 $X_2 = 140.6:20 = 7.03$   
 $X = (7.39 + 7.03): 2 = 7.21$

In this cycle, researchers and collaborators are directly involved in guiding students during the activity<sup>40</sup> was done to minimize the students' problems or difficulties, especially on pronunciation and vocabulary. The teacher divided the class into small groups with five students, consisting of one leader and four members. The teacher gave them a topic to discuss and to prepare. It was about "Some Professions". With the topic, the students were supposed<sup>32</sup> get some ways out to finish the problem. The way out should be supported by their presentation or reporting in front of the class. During this activity, the teacher should move around the class to ensure if the students needed her help. The students were supposed to finish their work preparation in 20 minutes. When all groups were ready, they were given a chance to present or report their ideas or opinions to the class and the other groups should listen and give their responses. In carrying out this research, both researchers and collaborators<sup>1</sup> conducted observations and field notes for 40 minutes. In this section, researchers present and report data, instruments, and techniques used to collect data and data sources. The data obtained are quantified and presented in Table 4 below:

**Discussion**

<sup>1</sup> The researcher achieved some findings concerning implementing Oral Presentation or Oral Report Work activities in cycle 2. Firstly, the researcher found that the students had more confidence and enthusiasm when speaking in oral presentations or reports. When students were working on presentations or giving reports, they found it more enjoyable, especially for the more reserved students. Secondly, being in presenting or reporting, the students felt less anxious to make the other students would helpfully correct mistakes they made. As a result, such an environment was able to<sup>3</sup> ster a stress-free environment. Within the students and a natural situation in which the students felt safer to use their English. This helps them improve their grammar, vocabulary, comprehensibility, and fluency. The researcher finally said that implementing oral presentation activities in Cycle 2 brought success.



## Improving Speaking Skill by Applying Oral Presentation of the Seventh Grade Students

Two success criteria were met: The number of students who participated in speaking ability increased. The number of active students exceeded the passing grade or target grade, from 50% in cycle 1 to 70%-75% in cycle 2 or 16-18 out of 20 students who actively participated in the speaking activity. Thus, the action could be stopped.

In two data collection cycles, the researcher collects information on the impact of oral presentation techniques on increasing speaking skills. This is how it plays out: Firstly, it was demonstrated that speaking ability can be improved due to various facts. Before this technique was adopted, the preliminary investigation on pupils' speaking skills indicated a low outcome. 6.19 on the scale (the stated passing score was 7.0). After carrying out the two cycles, noticeable improvements could be noted. Cycle 1 mean score increased to 6.92. Oral presenting may increase the students' speaking ability, albeit the score has not been shown yet. In the second cycle, the amended action was used, and the results showed a successful outcome. Students' speaking abilities may get a passing grade or a grade of 7.21. This means that giving a presentation aids in student speaking ability.

Secondly, oral presentation facilitates the creation of a comfortable classroom atmosphere. Such a favorable school atmosphere encourages students to exercise their creative talents by speaking English. This statement was supported by Turkan & Buzick (2016) and said that the concussive atmosphere of the class played an important role in speaking class. To allow students to interact with others naturally and without fear of judgment, we employ oral presentation techniques. The data show that before introducing this technique, 5 students were acting. The data revealed a steady increase in the number of students who spoke actively. The first cycle had 9 students, and the second cycle had 14 students. Therefore, it follows that oral presentation is well-suited to teaching speaking.

Furthermore, an oral presentation was able to create a cooperative learning environment among students. Speaking in other people's presence is a necessary part of all human languages (Baser, Kopcha, & Ozden, 2016; Martin-Beltran & Peercy, 2014; Phelps et al., 2020). During a group activity, the researcher noticed that a take and give activity took place. As someone who is shy or less confident, it is wonderful for me to interact with other students or my friends. Oral presentation activities enable students to practice public speaking using their English in more natural and interactive settings. Because students get more chances to practice their English, they benefit from increased grammar, vocabulary, pronunciation, fluency, and comprehensibility (Şerife & Gökdaş; Solmaz, 2019). Finally, it was hoped that by participating in oral presentation activities, English language teachers would be better prepared to anticipate the most difficult problems they face, which includes finding shy students, silent students, passive students, and unmotivated students in the course of teaching and learning English, especially when they are in their speaking class.

### Conclusion

By knowing the facts that the speaking ability of the seventh-grade students at Public junior high Scholl 11 Malang, Malang was very low, which was proved by the preliminary study conducted. The researcher was highly motivated to improve their speaking ability through Oral Presentation or Oral Reports Work technique or strategy in teaching speaking. Based on the data gathered and the reflections held during the action in cycle 1, the researcher came to a conclusion that, while the results indicated an improvement in the students' speaking ability, the action in cycle 1 had some flaws, which necessitated its revision and continuation into the following cycle 2. Based on the information obtained, the outcome of the action in cycle 2 was satisfactory. In this case, the mean score of the students' oral communication ability could reach 7.21. It indicates that the score may be sufficient to meet the passing score or stated success criteria, which is 7.0. There were 16 students out of 20 who actively participated in the speaking activity, which consisted of presenting or reporting on their topics assignments given by their teacher or chosen by themselves and filling out information. Considering the outcome, the researcher decided to terminate or discontinue the action up to cycle 2.

### Suggestions

- The subject matter in this classroom action research can be studied both qualitatively and quantitatively to improve students' speaking skills in oral presentations.
- Classroom action research can be carried out because changes are caused by changes in technology, situations, and conditions (covid-19 pandemic) and socio-cultural through expert views.
- Based on the fact that this classroom action research was conducted, further research could be conducted to reveal and compare the contents of this article by other academics, teachers, and parents.
- This research is limited by something that is localization with a relatively small sample. Therefore, studying the basic principles of education in other countries is different, which is tied to socio-political, socio-cultural, and religious conditions.

### Statements of Ethics and Conflict of Interest

In the research entitled Improving Speaking Skill by Applying Oral Presentation of the Seventh Grade Students at Public junior high Scholl 11 Malang, we follow scientific, ethical rules. We declare and promise that the Editorial Board of the Turkish Online Journal of Qualitative Inquiry. It is not responsible for all violations of ethics encountered. The responsibility rests entirely with the author. We state that this article has not been submitted to another academic publication platform for evaluation.

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