

## **Improving The Students' English Ability by Using PowerPoint Presentation**

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### ***Abstract***

This research was done to investigate how PowerPoint presentation technique improves students' speaking ability. Researchers used a qualitative method which is pre-experimental research design by applying pre-test and post-test based on the indicators of speaking skill, namely: Material, Manner, Vocabulary, and Pronunciation. The data obtained were categorized and analyzed based on several related theories. Regarding the result, it was found that the students shown a positive result by implementing PowerPoint presentation. Student perceives that it helps them to evaluate their ability to speak English, increasing motivation, as well as allowing them to think critically in the use of language. Although several aspects must be developed such as student pronunciation. This finding indicates that PowerPoint presentations are useful for improving students speaking skills

***Keywords:*** *Speaking Skill, PowerPoint Presentation, Students' Improvement*

## INTRODUCTION

There are many ways to improve students' foreign language skill both spoken and written. The students should be able to use some modern way in providing their needs to learn foreign language, one of the most studied is English. Some of the component in English should be learned and practiced at schools.

The ending of learning English is the learners are able to use it as a means of communication either by speech or written, so the use of English for the students is compulsory, because mastering English is a priority for many second or foreign language learners. Jack Ricard (1990) says that "The mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of English course on the basis of how well they feel they have improved in their spoken language proficiency" As an English teacher, the writer was faced by two choices in teaching English whether for achieving good national examination grade (in written test) or for training the students to speak English as a means of communication well. It seems achieving good national examination grade (in written test) is the main target, for the success measurement of English learning is determined by how good the result of national exam grade in written test is. The learning and teaching process in the classroom today is just how to do the test in written

The fact that many students in High School of Pelita Nusantara got difficulties in speaking English. Even some of them got a very low speaking competence. It was unfortunate that many students still got very low speaking competence. Therefore, it is the teacher's duty to teach speaking in a such way, so that the students can participate the lesson eagerly. In this research, the writer, classified the difficulties into qualitative and quantitative.

One of the ways in improving students' speaking skill is by power point presentation as a form of English learning activity in the classroom, Girard, Pinar and Trapp (2011) found that using oral presentations in their classroom lead to greater class interaction and participation, an increased interest in learning, and noticeable improvements in their students' communication and presentation skills.

King (2002) adds that oral presentations have been shown to help bridge the gap between language study and language use; that presentations require students to use all four language skills in a naturally integrated way; and that presentations have been shown to encourage students to become active and autonomous learners

The benefits of using presentations in the classroom is that oral presentations are student-centered. When students are asked to give an oral presentation, it is one of the few times in the language classroom that the students themselves have direct control of both the content and the flow of the classroom (Apple & Kikuchi, 2007). This is because the students who are presenting have the ability to choose the topic that they want to talk about, select the language items that they want to use to talk about that topic, and decide how they will explain that topic to their classmates. Therefore, communicative language teaching (CLT) approach is very appropriate to support the above problem because this approach is learner-centered and emphasizes communication in real life situation (Fauziati, 2009:p.143) To solve the problem in teaching speaking , the writer would like to conduct a research about “Improving The Students’ English Ability By Using Power Point Presentation”

## **2. RESEARCH METHODOLOGY**

Researchers used a qualitative method which is pre-experimental research design by applying pre-test and post-test. The research was conducted at second semester of Informatics Engineering Study Program of STMIK Pelita Nusantara.

The population that the researcher used in this research was the second semester students of STMIK Pelita Nusantara in English Conversation Class. The total population of this study was 120 students. The researcher took 35 students randomly as sample for this research.

The technique of data collection was test. The researchers used some instruments in collecting the data. The instrument was test. The pretest and post-test were used to measure the students' speaking skill before and after learning in the English Conversation class by using Power Point presentation. The test was used based on the indicators of speaking skill in Presentation; Material, Manner, Vocabulary, and Pronunciation.

### 3. RESULT AND DISCUSSION

The researcher had done the stages for getting the result of this research. First, students who had been the sample are divided into several groups. Each group is given about 15 minutes to present, students are given different material from other groups in this case student try to convey the material using English, they are required to make a PowerPoint slide that will make it easier to explain the material the researcher has also given an example of presentation using PowerPoint slides. There aspects that become the main assessment of researchers in their field note: 1. Material This aspect observed how the students' presentation activities, students understand the material, by assessing the suitability of content and topics discussed this aspect also assesses students' creativity in making PowerPoint slides to helps explain their presentation. 2. Manner This aspect examines how student attitudes when delivering presentation material, how students make eye contact with the audience, the student behavior, and the collaboration of each participant in the class. 3. Language The language aspect is the focus of the researcher in observing this study, this aspect assesses how the ability to use English, how they speak aloud, whether they speak clearly, and the sentence they choose, then in this case the researcher focuses on the Students vocabulary in material and pronunciation in speaking. The following are the results of this research:

**Table 1. The Result of Students' Pre-test Speaking Skill**

<b>Participants</b>	<b>Material</b>	<b>Manner</b>	<b>Vocabulary</b>	<b>Pronunciation</b>
student 1	75	70	80	75
student 2	76	72	80	76
student 3	75	73	82	75
student 4	72	75	82	72
student 5	77	77	83	77
student 6	77	77	81	77
student 7	75	78	80	75
student 8	75	77	79	75
student 9	76	75	80	76
student 10	70	76	82	70
student 11	76	76	82	76
student 12	74	73	83	74
student 13	74	74	84	74

student 14	74	74	83	74
student 15	76	75	84	76
student 16	77	78	85	77
student 17	75	77	80	75
student 18	78	77	83	78
student 19	80	85	89	80
student 20	76	72	82	76
student 21	65	70	75	66
student 22	70	71	80	70
student 23	78	72	83	78
student 24	78	71	83	78
student 25	75	75	83	74
student 26	75	71	81	75
student 27	75	78	80	75
student 28	78	74	84	77
student 29	72	75	82	72
student 30	72	73	81	72
<b>Total</b>	<b>2246</b>	<b>2241</b>	<b>2456</b>	<b>2245</b>
<b>Average</b>	<b>74.87</b>	<b>74.70</b>	<b>81.87</b>	<b>74.83</b>

The table above shows that 35 students got the average score in Pre-Test of doing PowerPoint Presentation, the highest score in the vocabulary section (81.87), while the lowest was in the manner section (74.70). The researcher applied PowerPoint Presentation to the students during the English class. The Post-Test had been done and the result can be seen as follows,

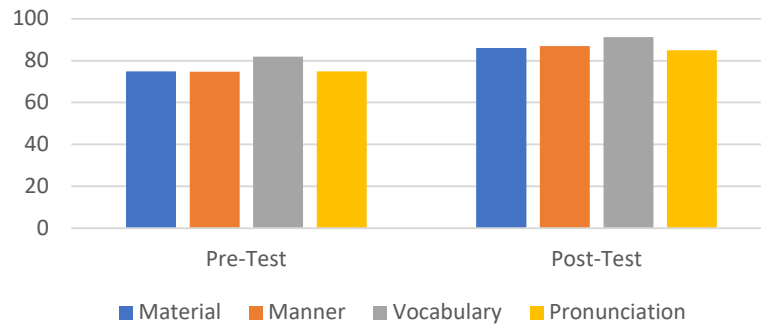
**Table 2. The Result of Students' Post-test Speaking Skill**

<b>Participants</b>	<b>Material</b>	<b>Manner</b>	<b>Vocabulary</b>	<b>Pronunciation</b>
student 1	80	80	90	80
student 2	82	86	92	80
student 3	87	85	92	88
student 4	88	85	92	88
student 5	89	86	91	89
student 6	89	88	90	92
student 7	87	82	92	86
student 8	88	82	93	79
student 9	88	83	93	80
student 10	88	86	92	82
student 11	89	87	90	87
student 12	80	85	91	90
student 13	90	85	90	84
student 14	90	86	92	83
student 15	90	87	92	84
student 16	93	89	92	95

student 17	85	88	93	80
student 18	87	87	91	83
student 19	88	88	90	89
student 20	87	83	90	82
student 21	75	80	85	75
student 22	86	89	92	94
student 23	88	88	93	83
student 24	80	87	90	83
student 25	83	87	91	83
student 26	82	86	92	81
student 27	85	86	92	90
student 28	83	86	93	84
student 29	87	85	92	95
student 30	86	89	91	81
<b>Total</b>	<b>2580</b>	<b>2571</b>	<b>2739</b>	<b>2550</b>
<b>Average</b>	<b>86.00</b>	<b>87.00</b>	<b>91.30</b>	<b>85.00</b>

The score of students' speaking skill on the post test showed that the implementation of Power Point Presentation for students was significant in improving students' speaking skill. From 35 students, most students indicated that they were able to do Power Point Presentation and were able to speak in English. The average score shows that there is improvisation for each section in speaking skill (Presentation), Material section increased from 74.87 to 86.00, Manner section increased from 74.70 to 87.00, Vocabulary section increased from 81.87 to 91.30, and the Pronunciation section also had increased from 74.83 to 85.00. It means that PowerPoint Presentation was effective in improving students' skill, especially in speaking. The comparison of students' speaking skill in pre-test and post-test can be presented in the figure below.

**Figure 1. Diagram Pre-test and Post-test**



Based on the results of the students' pre-test and post-test above, it can be seen that the experiment class by using PowerPoint presentation gave a significant result. There were a differentiate between the result of students' achievement in pre-test and post-test. The Score in the post-test is higher than the pre-test is. It means that PowerPoint Presentation can be used for improving students' speaking skill. Shortly, this media can give many positive effects in teaching and learning process.



#### **4. CONCLUSION**

This study attempted to find out the use of PowerPoint presentation to improve student speaking skills. Specifically investigates the implementation of PowerPoint presentation in teaching speaking skill, Students response to its usage and Students obstacle in speaking, using the qualitative method it is revealed that implementation runs well. The students have a good response when making the presentation. Unfortunately, PowerPoint Presentation in the use speaking have difficulty in pronunciation. Then this becomes the task of teachers to find ways or techniques how to improve student pronunciation in speaking English. Judging from the results of the analysis above, it can be stated that the application of PowerPoint presentations can motivate students to speak better, students have more opportunities to use English effectively compared to situations during learning which often only go one way.

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