

INCREASING STUDENTS' SPEAKING ABILITY THROUGH PERSUASIVE GROUP PRESENTATION

Fajar Prayoga, Cucu Sutarsyah, Deddy Supriyadi
Fajarprayoga10@gmail.com

ABSTRACT

Tujuan penelitian ini adalah untuk menemukan perbedaan signifikan pada prestasi berbicara siswa setelah diajarkan dengan menggunakan teknik *persuasive group presentation*, mengetahui apakah *persuasive group presentation* dapat meningkatkan kemampuan berbicara siswa pada aspek kosa kata, kelancaran, pemahaman, pelafalan, dan tata bahasa, serta menganalisa proses belajar mengajar dengan menggunakan teknik tersebut. Penelitian ini menggunakan metode penggabungan antara kuantitatif dan kualitatif. Sampel dipilih secara khusus berdasarkan tingginya nilai bahasa inggris yaitu kelas XI IPA1. Data diperoleh dengan mengadakan *pretest*, *treatment*, dan *posttest*. Hasil menyimpulkan bahwa adanya perbedaan prestasi belajar siswa secara signifikan pada level 0.05 karena t-ratio lebih besar dari t-table ($5746 > 2045$), kemampuan berbicara siswa meningkat setelah mereka diajarkan melalui teknik *persuasive group presentation*, dan proses belajar mengajar melalui teknik tersebut telah berjalan lancar meskipun adanya beberapa masalah yang dihadapi oleh siswa dan guru bahasa inggris.

The aims of this study are to find out significant difference of students' speaking achievement after being taught by using persuasive group presentation technique, whether or not *persuasive group presentation* can be used to increase students' speaking aspects in terms of vocabulary, fluency, comprehension, pronunciation, grammar and analyze teaching learning process by using current technique. This research used mix method between quantitative and qualitative. The sample was chosen purposively based on the highest score that was XI IPA1. The data were gained by administering pretest, treatment and posttest. The results are there is significant difference in level 0.05 because t-ratio is higher than t-table ($5746 > 2045$), students' achievement was increasing after they taught through persuasive group presentation technique, and teaching learning process by using current technique ran well although there are problems which faced by students and English teacher.

Keywords: achievement, persuasive group presentation technique, speaking aspect

INTRODUCTION

The goal of language learning is to master the language, not being able to know, understand and comprehend the language, but also being able to use and apply the Language. Communicating with others means understanding and talking to them, reading what they have written and even writing to them (Raimes, 1987). Language plays an important role that is as a tool for communication. Through language, people can express, communicate and show their ideas, feelings, and impression with each others.

However, the fact is different from what happen in some senior high schools. The students only get the passive skills like reading and listening from their teacher. So, students can understand English but they cannot use it for daily communication because students do not habituate to use the language. Students may know the rules of linguistic usage, but unable to use the language (Widdowson, 1978). Moreover, Goh (2007: ii) says that although speaking is now an essential part of many language curricula, it is probably true to say that while it frequently occurs in class, speaking is less frequently taught. The problem comes not only from the teacher but also from the students. For example, students know many words but they cannot speak in English because they feel shy. It makes the students cannot speak English fluently. Then, students are unable to get the information from the speaker. Basically, students know the vocabulary but the students are unable to understand because they do not know how to pronounce

words in the normal speed. In other words, the students have low skill of speaking, especially fluency and comprehensible in aspects of speaking.

To overcome students' speaking skill, this study applies the technique to help students in their speaking by using persuasive group presentation technique. Referring to those problems, persuasive presentation is used to increase students self confidence and speaking skill in learning English. Persuasive presentation is used to influence what an audience thinks or does (Brydon, 2000). By using persuasive group presentation, students inform about some issues to the audiences or outside group and influence them.

The subject of this research was the second grade students of SMAN 3 Metro. The writer chooses the second grade students because they have already good scores in English subject. In this research, the writer focuses on the increasing of students' speaking achievement. The teaching materials take from KTSP English curriculum for the second grade of senior high school.

In line with the background of the study, the questions to be answered in this study are to find out significant difference in students' speaking achievement after being taught by using persuasive group presentation technique, whether or not persuasive group presentation can be used to increase students' speaking aspects in terms of vocabulary, fluency, comprehension, pronunciation, grammar and analyze the teaching learning process during treatments.

METHODS

In this research, were used mixed method between quantitative and qualitative method. First, pretest posttest design was used to take the data referring to Setiyadi (2000: 40). Second, a qualitative research was combined in order to find out the process of teaching speaking through persuasive group presentation in a qualitative research which measured the improvement of students' speaking ability. One class was chosen from the population namely experimental class by using purposive sampling. The class was given pretest, treatment and posttest. The population of the research was the second grade students of SMAN 3 Metro.

Pretest, Treatment, Posttest, Observation, Recording, and Transcribing are used to collect data. The procedure of the research were: Preparing the Lesson Plan, Preparing the Material, Administering the Pretest, Conducting the Treatment, Conducting Observation, and Administering the Posttest. In getting the data, this research uses speaking test as the instrument of the research. The speaking test is Interview. The researcher recorded the students' performance and gave scores the students' performance. After getting the raw score, the writer tabulates the results of the test and calculating the score of pretest and posttest. Then, SPSS used to calculate mean of pretest and posttest to find out whether there is an increasing or not after the students are taught by using Persuasive group presentation. Repeated Measure t – test used to draw the conclusion. The data computed through Statistical Package for Social Sciences (SPSS) 20 for window. The hypothesis analyzed at the significance level of 0.05 in which hypothesis will approve if $\text{sig} < \alpha$.

RESULTS AND DISCUSSION

Results

This research was held in five meetings to get the data. The first meeting was pretest followed by three times meeting for treatment. Then, posttest conducted in the fifth meeting to find out the students' increase in speaking skill.

The pretest was administered in order to measure the students' basic ability before the treatment. The pretest was conducted on Wednesday, March 12th, 2014. The score of the five aspects of speaking tested in pretest were presented in the following table:

Pre-test	The Evaluated Components of Speaking					Total
	Grammar	Vocabulary	Fluency	Pronunciation	Comprehension	
Average	10,53333	11,6	12,8	12,53333	12,93333	60,4

Posttest was conducted in order to find out the increase in speaking and also to make sure that persuasive group presentation technique could be used to improve students' speaking skill. The posttest was administered on Wednesday, March 26th, 2014. The score of the three aspects tested in the post test were presented in the following table:

Post-test	The Evaluated Components of Speaking					Total
	Grammar	Vocabulary	Fluency	Pronunciation	Comprehension	
Average	12.27	15.07	14	13.73	16.8	74.4

The following table showed the increase of students' speaking aspects; grammar, vocabulary, fluency, pronunciation, and comprehension in experimental class.

Aspects	Pre-test	Post-test	The Increase
Grammar	10,53333	12.27	1.74
Vocabulary	11,6	15.07	3.47
Fluency	12,8	14	1.2
Pronunciation	12,53333	13.73	1.2
Comprehension	12,93333	16.8	3.87

From the result above, it could be concluded that persuasive group presentation technique could increase each aspect of speaking, namely: grammar, vocabulary, fluency, pronunciation, and comprehension in experimental class. The highest aspect of speaking was comprehension. In the aspect of Grammar, the students can make sentences which consist of subject, verb to be/ verb, and object. Then, Vocabulary, the students speak in better diction because the text or material makes the students understand the vocabulary easily. Besides that, some students in the class have mastered the vocabulary in the form of verb, adjective, and noun. In Fluency, most of the students answered the questions fluently because they learnt during the treatment. Besides that, in terms of Pronunciation, most of the students could pronounce the words and sentences well because at the treatment the researcher always showed the students how to pronounce the words or sentences in appropriate way more than three times. The last, in Comprehension, the students were able to understand the questions so they can answer the questions fluently.

Based on the explanation of increasing in experimental class seen from each aspect of speaking and means of the total score, it could be concluded that the

technique applied, teaching speaking by using persuasive group presentation technique, was effective. From the average score of pre test and post test, it was clear that the means score of post test was higher than the means score of pre test. It means that there was significant increase of students' achievement after being taught by persuasive group presentation technique.

Since this research did not only take the quantitative data, this research also took the qualitative data by conducting the observation in three time treatments. The observation was conducted on March 17th, 2014, March 19th, 2014, and March 21th, 2014. In teaching speaking in the class, this research used hortatory exposition text as some social issues or topics, Such as: Corruption, Air Pollution in Cities, Flooding in Jakarta, Negative Effects of Smoking Habits, Drug Abuse, Let's make city clean and fresh, and Why should wearing a helmet when motorcycling. The result of observing the students' activity based on the observation sheet in three time treatments can be seen by this following table:

No	The Aspect Observed	1st Treatment		2nd Treatment		3rd Treatment	
		Yes	No	Yes	No	Yes	No
1	Following the lesson seriously	√			√	√	
2	Giving comment of a problem		√		√	√	
3	Delivering the argument actively		√	√		√	
4	Asking question clearly and bravely		√	√		√	
5	Following the learning process well	√		√		√	
6	Being communicative in solving a problem	√		√		√	
7	Behaving not to force their argument	√		√		√	
8	Being cooperative in their group	√		√		√	
9	Being confident in learning process		√	√		√	
10	Being creative in learning process	√		√		√	

Besides filling the column in each aspect observed, the observer also took a note below the observation column. The results are:

1. At the first treatment, the students were scared of making any error in speaking English.
2. At the second treatment, the students are trying harder to speak their opinion, although their grammar was still wrong
3. At the third treatment, when materials are interesting, the students will speak up in the teaching learning process although they lack of vocabularies.

In this observation, the English teacher of SMAN 3 Metro became the observer. She observed the learning effectiveness in three time treatments which are represented by this following table:

The Aspects Observed	1st Treatment		2nd Treatment		3rd Treatment	
	Yes	No	Yes	No	Yes	No
Learning Material						
Material is clear and specific	√		√		√	
Providing some variations		√		√		√
The relevance with the material is clear	√		√		√	
Need the high level thinking of Students	√		√		√	
Teacher relates learning with the students' knowledge	√		√		√	
Definitions given as vocabulary	√		√		√	
Learning Organization						
Pre-activity is interesting	√		√		√	
Giving the steps learning activity		√		√	√	
Transition among steps is clear	√		√		√	
Lesson Plan is organized well	√		√		√	
The conclusion refers to the learning process	√		√		√	
Relating the review with the learning before	√		√		√	
Relating the review with the next training	√		√		√	
Interaction in Learning Process						
Offering the questions with some questions levels		√	√		√	

The Aspects Observed	1st Treatment		2nd Treatment		3rd Treatment	
	Yes	No	Yes	No	Yes	No
Giving enough time	√		√		√	
The students ask something	√		√		√	
The feedback is informative	√		√		√	
The teacher responds students' respond well	√		√		√	
Verbal/Non Verbal Language						
Teacher language is understandable	√		√		√	
Teachers' pronunciation is clear	√		√		√	
Teacher teaches fluently without cluster like "eeee..." etc		√		√		√
Teacher speaks not so fast/slow	√		√		√	
Speed of explaining the material is precise		√	√		√	
The volume can be heard by all students	√		√		√	
Gesture is effective	√		√		√	
There is an eye contact to the students	√		√		√	
Being Confident	√		√		√	
Usage of Media						
Using whiteboard and organized well	√		√		√	
The media used can be read easily	√		√		√	
Providing outline/handout	√		√		√	
More effective if using computer		√		√		√

Besides, the observer also made notes during three times treatment in terms of strength and also the weakness. The results are:

1. At the first treatment, the observer made note on the strength is *"The students were active in teaching hortatory exposition text. Then the weakness is "The teacher did not touch the whole students in the classroom".*
2. At the second treatment, the observer took note the strength *"Generally, the students liked the technique as they could develop their speaking skill"*. Then on the weakness *"The teacher was not fluent enough in delivering the learning material"*.

3. At the third treatment, the observer noted on the strength “*The media used was effectively enough in learning process*”. Then on the weakness “*the teacher just gave a bit of solutions about the problem*”.

Discussions

Based on the research, there was a significant increase of students' speaking skill after being taught hortatory exposition text through Persuasive Group Presentation technique. It can be seen from the difference of means in pretest and also posttest. The mean score for pretest is 60.4 and the mean for posttest is 74.4.

Persuasive Group Presentation is one of a new technique in teaching speaking of hortatory exposition text which can increase the students' speaking skill. It might be caused by the real-life situation of the class which makes the student interested in following the lesson. As LaFasto and Larson (2001) who states that Group presentations usually involve both interacting within the group and speaking to those outside the group with the popularity of teams and groups in organizations on the rise students are likely to encounter many situations that require them to work with others and then present the information to an audience. They can use their gesture as the expression when they are presenting the material. Therefore, it is recommended to use Persuasive Group Presentation in teaching speaking of Hortatory Exposition text.

Pretest and posttest were conducted to get the increase of students' speaking skill. The students were asked to do interview as speaking test by answering several

questions about the material from the teacher. From the result of pretest, it can be reported that the highest mean score in five aspects of speaking was comprehension (12.93) and the lowest mean score was grammar (10.54). Some students' pronunciation in pretest was actually good although there were some errors made by the other students. In the other hand, Most of students were not fluent enough to speak English. They often stopped talking in the middle when they were answering the questions. That might be caused by their frequency to speak English which was lack, as Hetrakul (1995) who says that the students use English more frequent only inside the class and less frequent outside class.

From the result of posttest, it can be seen that all aspects of speaking increased after being taught by Persuasive Group Presentation technique. Then, the result still showed that comprehension became the highest mean score with (16.8), and grammar was in the lowest mean score with (12.27). All of students could pronounce the words better than in pretest. In posttest, students were able to answer the question more fluently than pretest. After that, the students got a lot of vocabularies from three times treatment. Then, their grammar in speaking increased too although they were still making little errors. Last, their comprehension to the material also improved.

In terms of the average increase of five aspect of speaking, we can see that comprehension is the one aspect which improved significantly with 3.87 (from 12.93 up to 16.8). This may be caused by the vocabularies were easy to understand by the students. Students could get the information from the teacher

and handbook easily. So, the students comprehended the questions in interview which as the speaking test, and try to answer the question although they could not speak English fluently.

There were two majors observed in the observation based on APKG, in terms of students' activity and also the teacher's evaluation. This was aimed to find out the problems faced by the students and also the teacher during teaching speaking through persuasive group presentation technique. The first discussed is the problems faced by the students based on the observation in Students' Activity form. The researcher found that the students were actually active in learning process through Persuasive group presentation technique. It can be seen from the result that the students tended to be more communicative, following the learning well, being creative, being cooperative and etc.

Next, the second discussion is the problem on the teacher's perspective based on the observation in the teacher evaluation form. There were some aspects observed by the observer. Then, the researcher found some problems of teacher based on the result and the solution in table as follows:

No	Problem	Solution
1	The teacher did not give some variations in teaching.	The teacher should use some variations in teaching hortatory exposition text through persuasive group presentation so that the learning effectiveness reached.
2	The teacher did not give the steps learning activity at the first and second treatment.	The teacher should give steps learning activity clearly before starting the lesson.
3	The teacher did not offer the questions in certain levels at the first treatment.	it is better to the teacher to give other levels of question from the first treatment, so the aim of learning can be achieved.

4	Teacher was difficult to speak fluently.	the teacher should take more practice before teaching.
---	--	--

However, the process of teaching speaking through persuasive group presentation in SMAN 3 Metro which conducted by the writer ran successfully since it could increase the students' speaking skill. In terms of problems faced by both teacher and the students can be information for the betterment of teaching and learning process.

CONCLUSIONS

Referring to the discussion of the research findings, the researcher draws to these following conclusions:

1. There is difference of students' speaking ability score after being taught through persuasive group presentation. It can be seen from the means of pretest (60.4) and posttest (74.4).
2. There is significant increase of the students' speaking skill after being taught by Persuasive group presentation technique. It can be seen from the difference of average score in pretest and posttest. The result of posttest is higher than the result of pretest. Then, the hypothesis is accepted because t-ratio is higher than t-table ($5742 > 2045$).
3. The students were not confident to present the material in the first treatment, but the students were confident to speak English in the second

and third treatment. In the teacher's perspective, the teacher was unable to create some variations from the beginning until last treatment. Besides that, the teacher was not fluent in teaching and explaining in the class.

In reference to the conclusion above, some suggestions are given as follows:

1. The English teachers are suggested to use persuasive group presentation technique in teaching speaking because it is a new technique that can increase students' speaking skill. This technique can be used by the English teachers when they are teaching Hortatory Exposition text.
2. For the English teachers who want to use Persuasive Group Presentation technique are suggested to be able to make some variations in teaching so that the students do not feel bored make another activity. Besides that, the teacher should pay attention toward the problems which might be occurred in learning process as what has been explained in this research.
3. Students should be confident to speak English in front of many people. They should not be shy if they make errors. They should be brave to speak English more confident in front of the class.

REFERENCES

- Brydon, Steven R. and Michael D. Scott. *Between One and Many: The Art and Science of Public Speaking*. Third Edition. Mt. View, CA: Mayfield Publishing, 2000.
- Goh, Christine. 2007. *Teaching Speaking in the Language Classroom*. Singapore. SEAMEO Regional Language Centre.

- Hetrakul, K. 1995. The second Language. <http://eserver.org/courses/spring95/76-100g/KavinHetrakul.html>. Retrieved on June 10th 2014.
- LaFasto, F., & Larson, C. E. (2001). *When teams work best: 6,000 team members and leaders tell what it takes to succeed*. Thousand Oaks, CA: Sage.
- Raimes, A. 1987. *Techniques in Teaching Writing*. Oxford: Oxford University.
- Setiyadi, Ag. 2000. *Penelitian dalam Pengajaran Bahasa Asing*. Bandar Lampung: Lampung University Press.
- Widdowson. H. G. 1978. *Teaching Language as Communication*. Oxford: Oxford University Press.