

# PROMOTING STUDENTS' ACADEMIC SPEAKING SKILLS THROUGH PROJECT REPORT PRESENTATION

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**PROMOTING STUDENTS' ACADEMIC SPEAKING SKILLS THROUGH  
PROJECT REPORT PRESENTATION**

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**ABSTRACT**

Speaking skill is the art of talking that a person has to express what is being thought and felt to convey a spoken message. Having good speaking is highly important for us to create a harmonious and balanced social life. Students are expected to have good speaking skills to be able to communicate academically in addition to being social beings. This study made use of a classroom action research design with two cycles of learning activities to improve students' speaking skills through project report presentation strategies. Data were collected through pre-test, post-test, and questionnaire. Based on the data analysis, it was found that the speaking skills of the students increased from the first and second cycles when compared to the results of the pre-test. Therefore, the project report presentation strategy is considered very effective for learning speaking skills. This study implies that teachers should consider using project report presentation strategy to improve students' speaking skills

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**Keywords:** Promoting Students' Academic Speaking Skill Through Project Report Presentation

**I. Introduction**

Human life cannot be separated from language activities. Language is a means to communicate between humans because language is a means of communication in order to fulfill human nature as social beings who need to interact with each other (Radhika, 2017). In line with the development of science and technology, humans are required to have good language skills. Someone who has adequate language skills will more easily understand and convey information both orally and in writing. Therefore, people really need to master language skills (Widiastuti, 2019).

The essence of learning a language is learning to communicate. Therefore, learning a language is directed at improving students' abilities to be able to communicate effectively (Astawa et al., 2018), both orally and in writing. In learning a language, we are required to master four language skills, namely listening skills, speaking skills, reading skills, and writing skills. The four language skills are interrelated with each other (Karim, 2018). Students must

master these four aspects in order to be skilled in the language. Thus, learning language skills in schools does not only emphasize theory but students are required to be able to use language as it functions, namely as a tool to communicate. One aspect of language that must be mastered by students is speaking, because speaking skills support other skills (Motallebzadeh et al., 2018).

Speaking is the most basic form of human communication, which is carried out in everyday life (Mantra et al., 2018). Speaking is also a means of communication between individuals in the community. Even though people talk every day, it is still important to practice well to be able to communicate effectively (Buton & Astuti, 2000). Many people can speak, but not all of them are brave to speak in public and can communicate or convey ideas, or opinions well. People who are extraordinarily chatty and talk almost uncontrollably, are in many cases unable to speak in public. Therefore, good practices may make a good speaker.

The ability to speak in public is a natural talent. There are people who are talented and there are people who are not (Mantra & Maba, 2018). These people think that famous speakers have been good at public speaking since childhood. However, the facts show otherwise that many great successful speakers are actually afraid of speaking in public. These people become great because they study seriously, observe successful speakers, try them, and learn from failures and successes.

Speaking is a tool to communicate ideas that are compiled and developed according to the needs of the listener (Widiastuti et al., 2020). Speaking is an instrument that reveals to the listener almost directly whether the speaker understands or not, both the material of the conversation and the listeners; whether to be calm and adaptable or not; when communicating his ideas; and whether alert and enthusiastic or not. Speaking is the conveying of one's intentions (ideas, ideas, feelings, messages) to others by using spoken language so that these intentions can be understood by others (Mantra et al., 2018).

Speaking is the skill of conveying messages through spoken language. The relationship between the spoken language of the message is very close because the message that can be received by the listener is not in the original form, but the message is in the form of the sound of the language (Siririmangkorn, 2018). The sound of the language heard by the listener is then converted into its original form, namely the message. Speaking is a second language activity carried out by humans in language life, after listening.

Most learning strategies employed by the teachers in teaching speaking are mainly dominated by teachers' activities, therefore, only a small portion of the time for the students' engagement in practicing speaking. Moreover, during the teaching and learning process in the classroom, teachers are more likely to focus on reading skills, writing skills, and listening skills. Less innovative learning methods make speaking classes becomes boring (Mantra et al., 2019). Meanwhile, the method of innovative and fun learning helps students be more active and creative in the learning process (Sandanyake, 2019).

To create a good learning atmosphere, teachers should employ appropriate teaching strategies (Mantra et al., 2021). One of speaking teaching strategies is oral presentation. The presentation can be done by presenting various types of topics including academic reports. Teachers can assign students to conduct simple projects and then write a report for their projects and then ask them to present their report in front of the class. Presentation is a type of communication that can be used in a variety of contexts, such as speaking in front of a group, addressing a meeting, or briefing a team. Step-by-step preparation, as well as the technique and means of presenting the knowledge, must be carefully studied in order to be effective. A presentation necessitates the delivery of a message to the audience and frequently includes a 'persuasive' component. Presentation could be done in a group and also individually (Perdana et al., 2018).

Some studies have been conducted by several researcher related with speaking skill improvement. However, most of the study were mainly focused on improving speaking through conventional learning strategies (Widiastuti et al., 2020; Mantra et al., 2018; Buton, & Astuti, 2000). This study was conducted by intensifying the use of project report presentation to improve students' speaking skill.

Understanding the importance of speaking skills and the phenomenon of the teaching of speaking as well as students' ability in speaking, therefore, this study was conducted to improve students' speaking skills through project report presentations. The findings of this study are certainly beneficial for the development of language teaching.

## II. Methods

This study used classroom action research as a research design to solve the problem faced by the students. This study was conducted in English Education Study Program, FKIP Universitas Mahasaraswati Denpasar. Furthermore, classroom action research is a research design to solve the problem faced by the students. Classroom action research is used to improve the quality of the teaching and learning process. This research design consists of two cycles in which in every cycle there are four interconnected activities as follows: planning, action, observation, and reflection.

There were two types of research instruments that were used in this classroom action research, they were a set of tests (pre-test and post-tests), and a questionnaire. The pre-test and post-test were used to collect the data that dealt with students' speaking ability. Besides, the questionnaire was administered to figure out the students' responses toward the implementation of the teaching technique. A pre-test was used to know the pre-existing speaking skill of the subjects, and post-tests were used to know the achievement of the subjects after being taught by project report presentation strategy. The data were analyzed using the mean score formula to figure out students' increasing ability in speaking and the questionnaire results were analyzed

using a rating scale and presented in the form of a percentage of students' changing behavior in learning speaking through project report presentation

### III. Findings and Discussion

To gain the pre-existing skill of the subjects in speaking skill, the preliminary study was conducted by conducting interviews with the teachers currently teaching in the class chosen as the subjects of the study. Thus, before the teaching and learning process, the researchers administered a pre-test in the pre-cycle phase. The data can be presented in the following table.

Table 1. Students' Achievement in Speaking Skill

Cyle	Mean score	Subjects Passed the Creterion
Pre Test in Pre Cycle	62.75	5 Subjects
Post Test 1 in Cyle 1	69.10	12 Subjects
Post Test 2 in Cycle 2	75.60	30 Subjects

The pre-test was administered to know the subjects' pre-existing speaking skills before the implementation of the project report presentation strategy. The mean score of the pre-test was 62.75, followed by 30 students. Moreover, among 30 subjects who did the pre-test, there were only 5 subjects who could pass the minimum passing grade that had been determined. In fact, the pre-test result showed that most of the subjects could not speak effectively based on the criteria mentioned in the pre-test. In addition, they were confused in developing their ideas into a well-organized presentation.

In cycle I, after implementing the project report presentation strategy, the subjects showed their improvement in constructing a descriptive text. The mean score of post-tests 1 that was followed by 30 subjects was 69.10 and there were 12 subjects who could pass the minimum passing grade that had been determined. Moreover, it showed significant improvement of the subjects' speaking skills after implementing the project report presentation strategy. Most of the subjects could speak appropriately based on the criteria required in the scoring rubric. It was shown that the subjects could express themselves and present their reports understandably and appropriately.

In cycle II, the post-test 2 results showed that the mean score of the subjects was 75.60. The results of post-test 2 showed a significant improvement in the subjects' speaking skills. It was much better than pre-test and post-test 1. The result of cycle II also showed that subjects' speaking skills could be improved through the implementation of the project report presentation strategy. Almost all the subjects could speak clearly and presented their report appropriately. Besides, in the second cycle, the students were more active, enthusiastic and enjoyed the teaching-learning process. The observation also showed that the subjects looked more active and

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serious during the teaching and learning process. Besides, the result showed that all students achieved the minimum passing grade. Since the present study had already reached the success indicator that all students passed the minimum passing grade, the present study could be ended.

As the supporting data, the researcher administered the questionnaire to know the subjects' responses toward the implementation of the project report presentation strategy to improve their speaking skill. The questionnaire percentage showed that the total of the respondents who responded strongly agree, agree, undecided, disagree, and strongly disagree were respectively 80%, 18%, 2%, 0%, and 0%. These figures established that the subjects gave positive responses to the implementation of the project report presentation strategy in improving speaking skills. In other words, most of the subjects agreed that the implementation of the project report presentation could improve their speaking skill. The students' responses proved that the project report presentation could help them develop and organize a better presentation and present it appropriately. In addition, the subjects also became more curious and active during the teaching-learning process. Besides, it could motivate and make them confident in speaking.

The present study was regarded as successful in reaching the success indicator. This can be seen from the pre-test result, post-test one, and post-test two, which increased significantly after being taught by the project report presentation strategy. The data were also highly supported by the results of the questionnaire which showed the positive responses of the subjects toward the implementation of the project report presentation strategy as an effort to improve the students' speaking skills. In other words, the subjects agreed that the project report presentation strategy could help them improve their speaking skills. As a result, the speaking skill of the students could be improved through the implementation of a project report presentation strategy.

#### IV. Conclusion

This study was conducted in two cycles, and each cycle consisted of two sessions in which each session had four interconnected activities: planning, action, observation, and reflection. Firstly, the researcher conducted initial reflection by giving the subjects a pre-test. The mean score of the students showed that students' speaking skills have improved significantly after the implementation of the project report presentation strategy. Moreover, the questionnaire results also showed that students' learning motivation in learning speaking after the implementation of project report presentation has increased dramatically. Therefore, it can be summed up that the project report presentation strategy is an effective strategy to improve students' speaking skills. This study suggests that teachers should consider using the project report presentation strategy to teach speaking.

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