DEVELOPING ORAL PRESENTATION BASED ON SCIENTIFIC APPROACHES TO IMPROVE STUDENTS’ SPEAKING SKILLS AT SECOND GRADE OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG

(A Thesis)

By
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ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

DEVELOPING ORAL PRESENTATION BASED ON SCIENTIFIC APPROACHES TO IMPROVE THE STUDENTS’ SPEAKING SKILLS AT THE SECOND GRADE OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG

by

FAJAR PRAYOGA

Speaking is one of the expressive skills that students need to acquire. However, the students’ capability of speaking has been regarded as being low. This is due to a number of aspects, one of which was the inappropriate technique used by teachers in teaching speaking. Therefore, this research tried to propose oral presentation based on scientific approaches technique to improve students’ speaking ability.

The research was conducted to investigate i) whether there is statistically significant difference of the students’ speaking achievement between the oral presentation based on scientific approaches and conventional oral presentation, ii) what aspects of speaking significantly improved between oral presentation based on scientific approaches and conventional oral presentation. Quantitative research was done with true experimental design. The two groups were taken purposively, one as the experimental group (35 students) and the other as the control group (35 students) at SMA Muhammadiyah 2 Bandar Lampung. The instruments used in this study were the speaking pretest and posttest in the form of interview. Independent sample t-test used to explore the difference of increase between experimental and control group in that case.

The results showed that there was a statistically significant difference of students’ speaking achievement between oral presentation based on scientific approach and conventional oral presentation. The different gain of the students’ of experimental and control class is 6.60. Then, t-ratio is higher than t-table that is 1.995 < 4.170 > 2.650. It means that the proposed alternative hypothesis (H₁) is accepted. The aspect of speaking that significantly improved is comprehension. This suggests that oral presentation based on scientific approach facilitates the students to improve their English proficiency.
DEVELOPING ORAL PRESENTATION BASED ON SCIENTIFIC APPROACHES TO IMPROVE STUDENTS’ SPEAKING SKILLS AT SECOND GRADE OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG

By
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CURRICULUM VITAE

Fajar Prayoga was born on February 6th, 1993 in Trimurjo, Lampung Tengah. He comes from a lovely family of four children and he is the third child of a wonderful couple, Sudarto and Masiyem. He has three beloved siblings, two sisters and one brother: Astuti, S.Pd., Ariyani, and Farhan Permadi.

He started the study from kindergarten at TK Aisyiyah Bustanul Athfal, Trimurjo in 1998, he continued his study to Elementary School of SD Negeri 1 Trimurjo and graduated in 2004. He pursued his study at SMP Negeri 1 Trimurjo and graduated in 2007. Then, he continued at SMA Negeri 3 Metro and graduated in 2010.

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The writer also attended Lampung University in 2016, for gaining Master Degree of English Education Study Program, Language and Arts Education Department Teacher Training and Education Faculty, and Graduated in 2019.
DEDICATION

*Bismillaahirrohmaannirrohiim*, By offering my praise and gratitude to Allah SWT for blessing given blessing to me, this script proudly dedicated to:

- The greatest inspirations in my life: My beloved Father and Mother, Sudarto and Masiyem
- My beloved Sisters and Brother: Astuti, S.Pd., Ariyani, Farhan Permadi, and all of my big family
- My beloved wife: Putri Cipta Sasmi, S.A.N
- My beloved daughter: Jeslyn Clara Bia
- My Almamater, Lampung University
MOTTO

“If you want something you’ve never had, you must be willing to do something you’ve never done.” (Thomas Jefferson)
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Thank Allah SWT the Greatest, the Almighty and Merciful God, for blessing the writer with faith, health, and opportunity to finish this research entitled Developing Oral Presentation based on Scientific Approaches to improve the Students’ Speaking Skills at Second Grade of SMA Muhammadiyah 2 Bandar Lampung. This research is submitted as a compulsory fulfillment of requirements for obtaining S-2 Degree of Postgraduate English Education Study Program, the Department of Language and Arts, Teacher and Training Education Faculty, University of Lampung.

There are many people who have generously suggested in preparing and presenting this research report. First of all the writer would like to express his sincere gratitude and respect to his first supervisor, Prof. Cucu Sutarsyah, M.A., and his co-supervisor, Drs. Hery Yufrizal, M.A., Ph.D., who have contributed and given their invaluable evaluations, comments, and suggestions during the completion of this research report. The writer also would like to express his deepest gratitude and respect to Mahpul, M.A., Ph.D., as examiner who has generously contributed his suggestion and criticism for the improvement of this research report and then the writer is very thankful to Prof. Ag. Bambang Setiyadi, M.A., Ph.D., as the writer’s academic advisor for his kindness and patience in guiding the writer during his study at English Department, and also the deepest appreciation for all the lecturers of English Department.

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Hopefully, the writer hopes that this research would give a positive contribution to the development of study field and to the reader.

Bandar Lampung, 19 Desember 2019

Fajar Prayoga
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I. INTRODUCTION

This chapter provides a brief description of whole contents of the research including background, research questions, and objectives of the research, significance of the research, scope of the research and definition of terms.

1.1 Background of The Study

English is taught at formal schools from elementary school up to universities, even at informal school course. There are four achievements in learning English they are listening, speaking, reading and writing. Language is a tool for communication. We communicate with others, to express our ideas, and to know others’ ideas as well. Communication takes place, where there is speech. Without speech, we cannot communicate with one another.

Speaking is very important because speaking and human being cannot be separated from each other. Speaking is used to express their ideas and to communicate to people in civilized world. Richards (2008) states that we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If the students can speak English fluently that can help them to easy communicate and also explore their idea in speaking. Speaking skill is important for
students to master because language usually focuses more on oral production than on written production. Speaking ability also indicates how capable students are on their language comprehension since speaking engages all three important components of language; vocabulary, grammar, and pronunciation. If the students are able to speak well, they will comprehend those three linguistic components well.

The aim of speaking in a language context is to promote communicative efficiency. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production. As speaking is interrelated with the other skills, it develops results in the development of the others. One of the primary benefits of increased communicative competency is the resulting job, education and travel opportunities; it is always an asset to be able to communicate with other people.

Speaking seems intuitively the most important skill to master. The success is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing, receiving, and processing information. Through mastering speaking skills, people can carry out conversation with others, give the ideas and exchange the information with others in better ways. In speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency. As a foreign learner in Indonesia, many students have amount vocabularies and mastering the grammatical structure. Unfortunately, they still have difficulty in speaking skills.
Hedge (2000) states that the ability to communicate is the most important goal that communicative language teaching aims to reach. It is to be able to operate effectively in the real world. Students need a lot of opportunity to practice language in situations which encourage them to communicate their needs, ideas and opinions. Moreover, Girard & Trapp (2011) states that students can gain knowledge not only from the research they and other students perform, but also by observing the other presenters' strengths and weaknesses to develop better communication and presentation skills.

Many foreign language learners find speaking as one of the most difficult in learning a language. It is because the students seldom practice their skill to speak. They are not confident in delivering information and ideas to communicate with each other in teaching learning process. They are generally facing problems to use the foreign language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find the suitable words and expressions (Leong, 2017). Then, students are afraid of producing sentences since they are shy if they make mistakes. Gebhard (2000) states that shyness is one of difficulties that every student faces while learning a new language and a factor that cause students reluctant to speak in English class.

Moreover, According to Harmer (2007) and Gilakjani (2016), human communication is a complex process. Persons need communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something. Speakers apply language according to their own goals. So speakers should be both listeners and speakers at the same time for the
effective communication. It can be said that the speaker must consider the person who they are talking to as a listener.

In the other hand, Curriculum experts provide various curriculums. In general, the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials. According to Hernawan (2011), the term curriculum is basically not only limited to a number of subjects, but includes all learning experiences that affect personal development. Understanding the curriculum is constantly evolving and continues in line with the development of educational theory and practice. The success of an educational process, among others, is much influenced by the kind of the curriculum used. Moreover, curriculum usually also serves as guidance related to what methods should be used by teachers in achieving the curriculum content.

Indonesia Education Ministry develops an approach called Scientific Approach in 2013 curriculum for all subjects including English especially in senior high school. This approach is a focused-on-student approach which aims to develop students’ affective skill, cognitive skill, as well as performative skill. This approach has five stages in whilst-activity; they are (1) observing, (2) questioning, (3) experimenting, (4) associating, and (5) communicating. This approach seems to be able to develop students’ speaking skills since it encourages students to speak in the stages included.

Scientific approach is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions
based on the results of analysis (Longman, 2014). This approach allows the teachers to improve their creativity in designing teaching learning process in the classroom.

There are three points that become the focus in teaching and learning process with scientific approach such as: attitudes (affective), skills (psychomotor) and knowledge (cognitive). Attitudes refer “students know why”, skills refer to “students know how”, and knowledge refers to “what students know”. These three points are expected to make students having better affective, innovative, and productive. In other words, with these three points, students have soft skills and hard skills to live properly.

Moreover, there are so many senior high school students who are still having low skill in speaking. This case brings the ideas to find a new appropriate teaching method to improve the students’ speaking ability by combining with scientific approach. There are so many previous researches that talks about improving the students’ speaking ability. Unfortunately, there is not speaking teaching techniques that combine with scientific approach. So, the researcher offers the oral presentations in scientific approach to improve students’ speaking achievement.

To overcome the problem above, oral presentation in scientific approach is one of ways to improve their speaking. According to Baker (2000), oral presentation is like a formal conversation, speaking to group as a natural activity. In modern societies, an oral presentation is a form of assessment that teachers frequently use in the classroom. Oral assessments come in a variety of styles, from multimedia projects to group work to speeches. An oral presentation involves explaining something to an audience, usually in a classroom, but sometimes in a work setting. Teachers grade
oral presentations based on the quality of the information presented as well as the method of presenting it.

According to Girard & Trapp (2011), the potential benefits of students’ oral presentations include: greater class interaction and participation, increased interest in learning, new perspectives not covered otherwise, improvement in communication and presentation skills. Oral presentations represent an opportunity for developing real-world communications as well as leadership skills (King, 2002).

King (2002) states that many advantages of designing oral presentations for students are: bridging the gap between language study and language use; using the four language skills in a naturally integrated way; helping students to collect, inquire, organize and construct information; enhancing team work; helping students become active and autonomous learners. Students are involved in their own learning process as active participants, they are engaged in real-world experience, and they build creative and critical thinking and problem-solving skills.

From the illustration above, the researcher develops oral presentation through scientific approaches to overcome the students’ problems in teaching learning process of speaking. The researcher combines the teaching learning process oral presentations and scientific approaches to improve the students’ speaking achievement. By using oral presentation based on scientific approaches, the researcher assumes that it can improve the students’ speaking achievement in classroom. The design of oral presentation in scientific approaches makes the students practice their speaking performance by sharing arguments and opinions that can improve their speaking
skills. This study is supposed to improve students’ speaking in second grade of SMA Muhammadiyah 2 Bandar Lampung.

1.2 Research Questions

The writer would like to formulate the research questions as follows:

1. Is there any significant difference of students’ speaking achievement between oral presentation based on scientific approaches and conventional oral presentation?

2. What aspects of speaking significantly improve between oral presentation based on scientific approaches and conventional oral presentation?

1.3 Objectives of Research

Here are the objectives of the research:

1. To find out the differences of the students’ speaking achievement between oral presentations based on scientific approaches and conventional oral presentation.

2. To find out what aspects of speaking significantly improve between oral presentations based on scientific approaches and conventional oral presentation.

1.4 Significance of Research

The findings of the research may have two significances, those are, theoretical and practical as elaborated in the following section:
1. Theoretically

The result of this research is expected to support and clarify the previous theories and reference about oral presentation as technique for the further research.

2. Practically

This finding may give information that can be used as consideration for English teacher. The researcher hopes that this study is more effective way to improve students’ speaking skill.

1.5 Scope of the Research

Relating to the significance if oral presentation improves students’ speaking achievement, the researcher investigates further about the benefits of oral presentation based on scientific approaches for the second grade of SMA Muhammadiyah 2 Bandar Lampung and the participants in this research are 60-70 students in academic year 2019/2020.

The reason why the researcher tries to develop oral presentation is because the researcher wants to know more about the benefits of scientific approach to minimize the problem that happen in oral presentation. The researcher focuses on the process of oral presentation in classroom whether every step in oral presentation would contribute to students’ speaking achievement in the end of teaching or not.

In activities, the students practice their speaking to explore their ability in teaching learning process. The students were given pre-test and post-test to see the progress of
their speaking achievement before and after being taught using oral presentation based on scientific approaches. There were five aspects of the speaking achievement that the researcher analyzed. They are Pronunciation, Fluency, Grammar, Vocabulary, and Comprehension.

1.6 Definition of Terms

In order to avoid misunderstanding, the following terms are defined as follow:

**Speaking** - Richards (2008) states that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If the students can speak English fluently that can help them to easy communicate and also explore their idea.

**Oral Presentation** - Oral presentation is like a formal conversation, speaking to group as a natural activity. In modern societies, an oral presentation is a form of assessment that teachers frequently use in the classroom (Baker, 2000).

**Scientific Approach** - Scientific approach is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the results of analysis (Longman, 2014).
II. LITERATURE REVIEW

This chapter is concerned with the discussion on the concept of speaking, concept of oral presentation, types of oral presentation, concept of scientific approach, advantages and disadvantages of scientific approach, procedure of teaching through oral presentation with scientific approach, theoretical assumption, and hypothesis.

2.1. Speaking

There are two parts of this sub-chapter: first part explains the definition of speaking and the second part describes the component of speaking.

2.1.1 Definitions of Speaking

To speak a language is somehow difficult for foreign language learners because effective oral communication demands an ability to use the language acceptably in social interactions. According to Chaney (1998) in Leong (2017), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Speaking as uttering words orally, talking; to communicate as by talking; to make a request; to make a speech (Nunan, 1995 in Leong, 2017). Speaking is a skill which requires attention as much as literary skills, in both first and second language. To most of people, mastering the speaking skill is the most important aspect of learning a second or foreign language, and success is measured in terms of the ability to accomplish an understandable conversation in the language.
In line with it, Clark (1997) in Ghiabi (2014), says that speaking is fundamentally an instrument act for communication. Speakers talk in order to have some effect on their listeners. They ask them questions to get them to provide information. They request things to get them to do things for them. They promise, warn, and exclaim to affect them in still other ways. The nature of the speech act should therefore play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. They select and utter a sentence they will bring just this affect.

Bailey (2005:2) in Fitri (2016) adds that speaking is a process of interaction where speakers propose to build meaning through producing, receiving and processing information. So, speaking is somehow a complex process which requires not only linguistic knowledge of the speakers, but it also demands the speakers to have social and interpersonal competence.

Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers (Nunan.1989: 27 in Torky 2006). Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships). Monologue is divided into planned monologue (such as speeches and other prewritten material) and unplanned monologue (as impromptu lectures or long stories in conversations). Meanwhile, According to Brown (2000) in Maharani (2013), transactional dialogue is extended form of responsive language. It is not just limited to give the short respond but it can convey or exchange specific
Whereas, interpersonal dialogue is designed for the purpose of maintaining social relationship than for transmission of fact and information.

Brown (2001: 271) in Omari (2015) explains in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole. Additionally, he mentions micro skills of oral communication:

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
4. Produce reduced forms if words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.

11. Use cohesive devices in spoken discourse.

12. Accomplish appropriately communicative functions according to the situation, participants and goals.

13. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.

14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meaning.

16. Develop and use a battery of speaking strategies.

From definitions of speaking above, the researcher concludes that speaking is an ability to express idea by producing meaningful sound in delivering meaning.

2.1.2. Component of Speaking

Harris (1974) in Iman (2017) states that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates (p. 81). He adds that there are five components of speaking ability. They are: pronunciation, including the segmental features vowels and consonants and the stress and intonation patterns; grammar; vocabulary; fluency, the ease and speed of the flow of speech; comprehension; requires a subject to respond to speech as well as to initiate it.
a) **Comprehension** - For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

b) **Grammar** - It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978) in Rahman (2012) defines grammar as the students’ ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones is needed for students to arrange correct sentences in conversation, while pronunciation refers to the ability to produce easily comprehensible articulation.

c) **Vocabulary** - Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written form.

d) **Pronunciation** - Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

e) **Fluency** - Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners.

While Vanderkevent (1990) in Kurniati (2015) states three different components in speaking:

a. **The Speakers** - Speakers are people who produce the sound. They are functioning as the tool to utter views, ideas, or feelings to the listeners.
b. **The Listeners** - Listeners are people who receive or get the speaker’s opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c. **The Utterances** - The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

### 2.1.3 Teaching Speaking

Teaching students of English as a foreign language (EFL) to speak or to make conversation is not easy since the students are not exposed to the target language. The teacher should try his or her best to provide resources such as materials, media, and strategies. The teacher should also give good examples of how language is spoken by becoming the role model or giving the students sample exposure to the language speaking to or watching the recording materials in which the language is spoken. Moreover, the language learning process differs from situation to situation because there may be much variation in the factor that may influence it. Thus, teachers need to find the background capability of the students. As claimed by Burns and Joyce (1997, p.85) in Solcova (2011), if the overall aim of language programs is to prepare students to use spoken language effectively in social situations, then teachers need to present students with authentic spoken texts in the classroom. This involves gathering personal data, such as: age, language background, and data information about students; goals or needs. It also involves assessing their current level of spoken language competency and proficiency.
Having analyzed the students’ need and the current level of their spoken competence, teachers need to design teaching learning process that can help students in mastering and learning speaking skill. According to Brown (1994) as stated by Khomarudin (2012), there are seven principles for teaching speaking skill. They are (1) focus on both fluency and accuracy, depending on your objective; (2) Provide intrinsically motivating technique; (3) encourages the use of authentic language meaningful context; (4) provide appropriate feedback and correction; (5) capitalize on the natural link between speaking and speaking; (6) give students opportunities to imitate oral communication; and (7) encourage the development of speaking strategies.

Generally, letting the students interact in communicative speaking activity is the best way in teaching speaking skill. ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language (Kayi, 2006). Moreover, he also gives suggestion for the teacher to provide maximum opportunity for the students to speak the target language by giving rich environment that contain collaborative work, authentic materials and tasks, and shared knowledge.

On the other hand, teacher should try to involve each student in every single speaking activity, for this aim, teachers should practice different way of students’ participation. They should also increase students speaking time instead of their speaking time. In giving comments on student’s responses, teachers should indicate positive signs in order not to invite the students’ reluctance in speaking. Teachers should provide the vocabulary beforehand that students need in speaking activities. The most important
thing for teachers to do is they should diagnose students’ problems that make the students feel in producing oral language.

2.1.4 The Problems in Teaching and Learning Speaking

There are several problems that are generally encountered by teachers during speaking activities in their classroom: students are hard to talk or say anything, students speak use their mother tongue, and the lesson is noisy and out of hand, and the teacher loses control of it. Dealing with the students’ reluctance to speak, Burns and Joyce (1999) as stated in Inayah (2015) that identify three factors that may cause students reluctant to take part in classroom tasks involving speaking. They said learners are unwilling to participate in spoken tasks due to cultural factors: derive from students’ prior learning experiences and expectations created by these experiences, linguistic factors: inhibit students to speak include (1) difficulties in transferring from the students’ first language to the sounds, rhythms, and stress patterns of English, (2) difficulties with the native speaker pronunciation of the teacher, (3) lack of understanding of common grammatical patterns in English and how these may be different with from their own language, (4) lack of familiarity with the cultural or social knowledge required to process meaning and psychological or affective factors: one of the dominant factors that can affect language learning especially speaking. The factors include (1) culture shock, especially where new arrival are coming to a new country, (2) previous negative social or political experiences, such as war or personal trauma, (3) lack of motivation, especially where they may not have chosen to learn, have negative views of the target language culture
or do not see a purpose in learning the language, (4) anxiety or shyness in class, especially if their previous learning and language learning experiences were negative, and (5) perceptions, some of which may also be cultural (e.g. they are too old to learn a new language).

Furthermore, Brown (2007) in Lestari (2018) states that there are several characteristics of spoken language that can make oral performance easy as well as, in some cases, difficult. They are as follows:

1. Clustering.
Fluent speech is phrasal, not word by words, learners can organize their output both cognitively and physically (in breath groups) through clustering.

2. Redundancy
The speaker has an opportunity to make meaning clear through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced forms
Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English students who don’t learn colloquial contractions can sometimes develop stilted, bookish quality of speaking that in turn stigmatizes them.

4. Performance variables
One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and
hesitate. For example, in English our “thinking time” is not silent; we insert certain “fillers” such as uh, um, well, you know, I mean, like, etc. One of the most silent differences between native and non native speakers of language is in their hesitation phenomena.

5. Colloquial language
Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

6. Rate of delivery
Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, Rhythm, and Intonation
That is the most important characteristic of English pronunciation. The stress timed rhythm of spoken English and its intonation pattern convey important messages. For examples, the word “what” with high stress, rhythm, and intonation means exclamation/interjection. On the other hand, when it is combined with low stress, rhythm, and intonation the meaning might be question.

8. Interaction
Learning to produce waves of language in a vacuum – without interlocutor – would robe speaking skill of its richest component: the creativity of conversational negotiation.
Then, there is tendency of some students to dominate the interaction, Gebhard (1996) in Hanum (2017) suggest some factors that can contribute to make interactive classroom (1) reducing the centrality of teacher position. Although the reduction the teacher’s centrality can facilitate interactive classroom, the teacher can maintain control of what goes on in the classroom while giving freedom to the students to initiate interaction among themselves and with the teacher; (2) appreciating for the uniqueness of individuals. The teacher is expected to be sensitive to each individual’s background and affective state; (3) giving chances for the students to express themselves in meaningful ways; (4) giving opportunities for the students to negotiate meaning with each other and the teacher; and (5) giving choices, both in relation to what students say and how they say it.

In addition, Lucantoni (2002) as stated by Lestari (2018) proposes suggestions to solve the problems. First, provide students with the functional exponents they need in order to carry out pair work and role-play activities, and demonstrate exactly what they have to do. Then, put them in situation where they have to speak in English in order to complete a task. Secondly, always encourage – do not allow students to become discourage when they make mistakes. They have to understand that making mistakes is part of the learning process.

2.1.5 Characteristics of Successful Speaking Activities

Encouraging students to be able to speak English fluently is not an easy matter. There are some difficulties for the students in speaking learning process. Ur (1996) in
Heriansyah (2012) states there are four problems that may hamper the successful of speaking class. Those are as follows:

1. Inhibition

Speaking requires real life context and exposure to audiences. This often makes students inhibited in speaking in front of others. Students may be worried or afraid of making mistakes and being humiliated.

2. Nothing to say

Students often cannot think and find any words to say even though they may have some vocabularies and knowledge about the topics.

3. Low or uneven participation

Speaking class may face this problem especially in big classes. Students must wait for their turn to speak and before they have chance to speak, the time is over. A talkative or smart student who dominates the speaking class will make this problem worse.

4. Mother Tongue Use

The use of native language during speaking activities will hamper the use of the target language.

In order to make a successful speaking class and to solve the problems mentioned above, Ur (1996) in Wisudiyantoro (2018) suggests the teacher to use some activities as follows:
1. Use group work

Group work can prompt interactive language, offer a comfortable affective climate, promote students responsibility and a move toward individualizing instruction.

2. Base the activity on easy language

Teachers should recognize the level of the students’ language and provide easy activity to recall and produce.

3. Make a careful choice of topic and task to stimulate interest

Teachers should choose an interesting topic and task for the students in order to motivate their interest in the activity provided.

4. Give some instructions or trainings in discussion skill

Giving instruction or training on how discussion should be performed will ensure that the activities work well. There should be clear rules how discussion will be done and each students is given specific roles to get involves in it.

5. Keep students speaking in the target language

Teachers should monitor the students in speaking class to make sure they speak well at their best ability. To help teachers do this job, they can ask some students to monitor the others in turn.

Ur (1996) in Hadriana (2009) says that the characteristics of a successful speaking activity are as follows:
1. Learners talk a lot: As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even: Classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak, and contributions are fairly distributed.

3. Motivation is high: Learners are eager to speak because they want to contribute to achieve a task objective.

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

2.2 Concept of Oral Presentation

An oral presentation is a form of assessment that teachers frequently use in the classroom. Oral assessments come in a variety of styles, from multimedia projects to group work to speeches. An oral presentation involves explaining something to an audience, usually in a classroom, but sometimes in a work setting. Teachers grade oral presentations based on the quality of the information presented as well as the method of presenting it.

Oral presentation is another way for communication skill. If it is well prepared, structured, and organized, it will be beneficial and enjoyable activity for learners. This practice is one of speaking activities that aims to develop the students’ proficiency level in English and to help them to build self-confidence in their ability
to speak in public. Oral presentation can be a beneficial way to deal with students’ difficulties in speaking skill.

Nowadays, developing EFL speaking skills is vital to determine the most useful techniques and activities which can help EFL learners improve their speaking skills. Celce-Murcia (2001) believes that oral presentation is an activity which improves students' speaking skill. Meloni and Thompson (1980) claim that if oral presentation is taught in the classes, the EFL learners will enjoy their education. Brooks and Wilson (2014) say that the students' language skills in sharing ideas may be developed if the teachers use poster presentation in classroom. They argue that the students' oral presentations can enhance speaking skill in English classrooms since the learners will be able to listen to others’ presentations and acquire English structures used in their oral presentations.

Brooks and Wilson (2014) believe that oral presentations are one of the activities to allow students find the opportunity of communicating with other learners in the class to improve students’ motivation to learn English. An oral presentation is similar to giving a speech, but the idea that it is a presentation invokes images of visual aids and teaching tools rather than just a single person talking behind a podium, as with a speech.

An individual can give an oral presentation alone or as part of a group. An oral presentation might come with the added component of using some type of technology, such as a slide show, video clip or audio portion. In this case, it might be called a multimedia presentation. Most oral presentations require the presenter to use
a combination of spoken words and visual aids in order to present an idea or an explanation to a group of people. Girard, Pinar and Trapp (2011) in Farabi (2017) state that using oral presentations increase students' interest in learning English and allows students to interact and participate more in the classroom. Other researchers have shown that oral presentations can also help students to fill the gap between language study and language use.

An oral presentation is usually for a class, but the purpose goes beyond that. A teacher might assign students to do an oral presentation on a particular topic or set of topics, so they can learn about something new and then teach that new topic to their classmates, so everyone learns. Oral presentations are effective teaching tools in this way because they add variety to the classroom and allow students the opportunity to teach one another instead of always learning from the teacher. Oral presentations sometimes explain a skill or a process; in this case, a person with expertise on a subject might explain that subject to the group. The group members can follow along and learn a new skill as they watch the presentation.

Oral presentations incorporate a variety of important skills. The presenter learns to hone public speaking skills, including using a clear voice and timing a speech. The presenter might also learn multimedia skills as he prepares visual and auditory aids for his presentation and research skills as he studies his topic. He also will learn teaching skills as he prepares his material to teach it to his classmates.

When giving an oral presentation, it is important to clearly explain a topic and pay attention to your audience. Consider how much your audience knows about your
topic in advance and teach them the information they do not know. It is important to include visual or auditory aids in your presentation in order to add variety for people who need these in order to process information; visual learners, for instance, have a hard time learning a topic when they only hear someone talking about it. Incorporating technology into your presentation makes it more entertaining for your audience as well, which increases the likelihood that you will hold their attention through the duration of the presentation.

Teachers assess oral presentations in a variety of ways. They assess the quality of the content first. In other words, the speaker must have presented in-depth information using valid references for her research. She must have explained the topic thoroughly and demonstrated a solid understanding of that topic. Teachers also will assess the quality of the speech elements in the presentation. If the speaker speaks clearly, uses strong words and keeps herself focused on the topic, then she likely will earn full credit for that portion of the oral presentation. Teachers also assess the creativity of the presentation and the use of multimedia aids, and may include other criteria such as time allocation or group member participation.

2.2.1. Types of Oral Presentations

According to Al-Issa and Al-qubtan (2010), Oral presentations can be divided into three types: controlled, guided, and free. This depends on a number of factors such as choice of topic, time allocated to the presentation, grammar, vocabulary, method of presentation, and, most important, learners’ proficiency levels.
1. Controlled Oral Presentation

Students’ Proficiency Levels - In a controlled oral presentation, the students’ language proficiency is usually from beginner to elementary. Hence, the teacher has to confine the topics to either what is in the textbook or something he or she feels the students can present with ease. The same applies to choice of grammar and vocabulary. Moreover, students with lower levels of language proficiency cannot be expected to present in a foreign language for a long period of time.

Presentation Methods - The choice of presentation method is another important factor. Usually, students at this language level are young (6–12 years old) and have limited or in some contexts no knowledge about computers and software (e.g., PowerPoint) and other technological equipment (e.g., OHPs). In other contexts, such technology is not available. Hence, the teacher can ask learners to prepare their short oral presentations on paper and read them to their classmates. The aim behind implementing the controlled presentation should be to provide opportunities for young students to gain confidence in taking the floor, to maximize their classroom participation in a meaningful way, and to practice the target language.

Assessment - It is recommended that students not be assessed during the controlled oral presentation stage, because few of the items mentioned in the assessment sheet in apply to this type of oral presentation and presenter.

2. Guided Oral Presentation

Students’ Proficiency Levels - As far as a guided oral presentation is concerned, the students can be classified as at the lower-intermediate or intermediate level of English
proficiency. Therefore, they can be guided in terms of the topics that would suit their language level. They should not be expected to use sophisticated structural and lexical items at this stage. They should be guided to the appropriate level of grammar and lexical items. Moreover, although their language level is better than that of students at lower levels, they too should not be expected to continue talking for an extended period of time without making many language errors. Making such errors can sometimes have negative effects on the students’ confidence, especially in contexts where accuracy has an edge over fluency, as is the case in the Arab world, for example.

**Aids and Materials -** Students with this level of English proficiency can be guided to prepare their work using PowerPoint or OHP slides if the associated equipment is available. Such slides can include the important points about the topic.

Alternatively, students can prepare their main headings on a separate piece of paper and give a copy to each fellow student or a copy to be shared among pairs or small groups of students. In the meantime, presenting students can prepare certain phrases and sentences on a separate piece of paper to read to the class, with the teacher providing support throughout the process.

A helpful example here is from a 10th-grade lesson in the Omani national syllabus. The learners are 15 years old and have been learning English for 10 years. The vast majority can be classified as at the lower-intermediate level of English proficiency. The lesson is about sports, and the teacher asks each student to choose a sport or a football club to talk about for about 90 seconds. Schools in Oman are equipped with
learner resource centers, which contain computers, scanners, projectors, and printers. The computers are connected to the Internet, so students can collect data for their presentations from various web sites. The students can be instructed to use the present simple tense to describe the sport or club they have collected information about.

The main headings for the presentation can be the name of the sport, how it is played, where it is played, how many people play it, and the presenter’s opinion about it. The last point adds a challenging dimension to the presentation, because it allows the presenter to include some of his or her own knowledge and ideas about the topic, which encourages independent thinking. This presentation can be presented in the learner resource center, in the case of an Omani school, which can accommodate more than 30 students at one time and where technological and educational aid facilities are available.

**Memorization** - There is always the possibility of some students memorizing their presentations. Memorization is a distinct feature of many educational systems round the world, particularly within the Asian and African contexts. King (2002) in Al-Issa and Al-qubtan (2010), stresses that reciting from passages copied from various references, which can include complex sentences and low-frequency words, or reading a word for-word memorized speech makes the presentation dull and impedes the audience’s listening comprehension. However, memorization can be helpful, because any language includes certain phrases, expressions, and lexical and structural items that have to be memorized and drawn upon when necessary.
Hence, students can be allowed to memorize, because ‘‘good’’ memorization helps them gain more confidence, integrate the four skills, use English correctly and effectively, speak more fluently and accurately, and remember what to say (Duong & Nguyen, 2006). ‘‘Good’’ memorization, ‘‘a strategy to help improve the effectiveness of students learning EFL’’ (Duong & Nguyen, 2006, p. 14) is ‘‘to learn by heart with deep understanding and proper application in use for communication’’ (Duong & Nguyen, 2006, p. 9), not merely rote learning in which some students get stuck and forget their talk. Duong and Nguyen suggest that it is the teacher’s role to constantly remind students and raise their awareness about the potential roles of memorization in their lives.

3. Free Oral Presentation

Students’ Proficiency Levels - In the free type of oral presentations, students are expected to have upper-intermediate to advanced levels of proficiency. Students at this level are usually 16–22 years old and should be given the freedom to choose the topic they would like to tackle, plan the topic the way they consider most appropriate, and use any kind of language level. This should be the case as long as the students have had prior practice in oral presentations during the earlier (guided) stage. Such students are usually capable of demonstrating ability to use complex language and can be allocated longer presentation times than their lower level counterparts.

A useful example here can be students opting to talk about a social phenomenon such as smoking, for instance. The students can collect their data from various sources, as they have the ability and confidence to do so. Important information to be presented
can include the number of smokers in the country and round the world, kinds of smoking, dangers of smoking, ways of fighting smoking, and ways of giving up smoking. The grammar and vocabulary used can be varied and complex.

**Asking and Answering Questions** - Students giving the free type of oral presentations can handle questions from their classmates after they have completed their presentation. And if the class is streamed (with students classified according to their linguistic competence), the audience is capable of forming sophisticated questions. In contrast, students in the controlled and guided categories may struggle asking and answering questions about topics they have heard only once and for a short time, due to their proficiency level and usually relatively young age. To reduce possible anxiety for learners at that level, post presentation questions may be eliminated.

Based on the type of oral presentation above, the researcher chooses free oral presentation. It is because the sample of this research is intermediate level of proficiency. The students can handle the questions from their classmates to complete the presentation. Although it is free oral presentation, the teacher still has a big role to make this activity run well.

**2.2.2 The Teacher’s Role**

The teacher's role in oral presentations not only involves preparing detailed guidelines, organizing groups, helping students to select topics, guiding their research and helping them learn the use of various visual aids, but also the holding of Q & A sessions, providing feedback on the sequencing of ideas, and evaluating their
performance. According to King J (2002), here are the step-by-step procedures of how to prepare students for successful oral presentations are as follows:

**Step 1: Handout Guidelines**

Since oral presentations involve multi-skills, a carefully planned and constructed guideline will help develop students' receptiveness to oral presentations. Listing instructional objectives and explaining reasons for this activity can increase student participation and may always result in a heightening of satisfaction and achievement.

a. Hand out assignment forms to organize students and help them distribute jobs among themselves.

b. Stress the time limit of presentations. If it is a twenty-five-minute presentation, it will probably be thirty-five minutes in class, allowing for pauses, operating machines, and receiving questions from students. The teacher may need another five minutes of class time to have students fill out peer evaluation forms.

c. Offer students a choice of giving the presentation in class or taping their presentation on a video. However, live presentations work much better than video presentations that usually detach the audience from the presenter.

d. Grading criteria clearly states the teacher's expectations for presentations.

**Step 2: Grouping and Scheduling Student Presentations**

It is challenging to plan presentations for a large EFL class. Group projects with 4-5 students in one group will save class time, develop cooperative learning skills and reduce the anxiety of being a single presenter. In order to have a dynamic group, with
a feeling of cohesiveness and togetherness, even though learners come from diverse learning styles, the teacher needs to be familiar with a variety of cooperative group techniques.

a. Groups of 4-5 students in a class of 50 work best and scheduling two groups every other week throughout the semester is a good plan.

b. Have students choose their own partners, since it is much easier for students to work out their own schedules for getting together outside the classroom. If the teacher groups students from different departments together, there can be time conflicts among them.

c. One student is chosen as the coordinator or leader, responsible for evenly distributing the assignments among members.

**Step 3: Choosing Topics and Gathering Information**

Projects provide opportunities to study interesting topics in detail, and to explore factors of successful presentation planning. Learners are free to choose any topic they prefer in three categories: event-or goal-oriented; student-initiated; and in-depth topic studies, in order to enhance their self-expression and creativity. The reason for that may be their limited English proficiency, maturity and interest. Some advanced students' topics deal more with issues pertinent to university students or current events. Topics presented by students in the past were categorized as follows: performing arts, culture and customs, fairy tales and short stories, current issues, sports, holidays and American culture, the student's field of specialization, hobbies,
scripts from the TV shows, entertainment and shows, traveling and tourist spots, and newspaper articles.

a. Inform students where the resources are -- English newspapers, magazines, websites, questionnaires, surveys, interviews, library research, radio programs, English teaching institutes, travel brochures, and video.

b. Show topics chosen by students in previous classes and discuss the strengths and weaknesses of them. Use some previous students' videotapes as demos.

**Step 4: Handling Technical Problems**

It is important for students to know in advance how to handle the equipment themselves. A discussion about the equal importance of both the rehearsal and the performance will prevent students from technical surprises and panic on the day of the presentation. Usually, students concentrate all their energies on performance and forget to check machines in advance and assume everything will happen as they plan or expect. Often they expect the teacher to fix their technical problems at the last minute. However, wasted class time in fixing facility machinery can adversely affect the presentation, and even be a cause of failure at worst or the need for presenters to represent their material on another day.

a. Show supporting materials they can use, such as posters, videotapes, props, artwork, costumes...etc.

b. Tell students what facilities are available in the language lab and the school such as data viewer, VCR/DVD, tape recorder, PowerPoint, and slide projector etc. Answer possible problems that they may come up with their
equipment. For example, for outdoor V8 shooting, students need to be aware of sound effect.

c. Students should know how to handle the equipment themselves and make sure everything is working a week before the presentation. They need to come to the class early to set up the equipment and become familiar with it.

d. Have time count for reviewing video clips and wind them to the correct spot.

e. Make sure writings and illustrations are big enough to be seen from the back of the room.

f. Prepare a microphone for learners in advance to make sure good voice quality, so the teacher does not need to ask shy presenters to project their voice in a big room.

g. Ask students to keep eyes on the audience when talking about transparencies or PowerPoint. If possible, control the lighting by not turning off the lights completely and always leave a light on in the back of the room, so the audience can still remain eye contact with the presenter.

h. Also remind students to refer to the image or texts on the projector. Allow time for the audience to read longer texts, otherwise there is no point putting them on.

Step 5: Holding Q & A Sessions

These short sessions are like quality control that is necessary and helpful in ensuring effective presentations. Teachers can spot possible difficulties students might encounter and prevent the problems.
a. Check with the group about what they are going to do a week before their presentation.

b. Encourage students to contact the teacher if they run into any problems; for example, students may have difficulties pronouncing words.

**Step 6: Preparing Peer and Teacher Evaluation Forms**

The peer evaluation form provides the presenters with feedback from other students. Students will not only evaluate their peers, but also learn each group's strong and weak points from presentations. The teacher evaluation form should be given to students while assigning the work. It can be used as a guideline for students to prepare their presentations. In this way, students are informed in advance of the criteria by which their presentations will be evaluated. It is helpful for students to know the teacher's expectations and grading criteria.

Individual accountability and grades based on the average of the team's individual scores can help to avoid "free-rider effect" and the "sucker effect" these pitfalls of using cooperative learning.

Based on the explanation above, the roles of the teacher are important to control the students during teaching learning by using free oral presentation in the classroom. It starts from giving the handout, material, handling technical problems until control question and answer to make the activity of oral presentation in teaching learning process run well.
2.2.3 Advantages and Disadvantages Oral Presentation

Oral Presentation promotes language acquisition through the types of language and interaction they requires as follows:

1. Oral presentation is proper technique that gives chance for the students get some speaking practice in front of the class.
2. Oral presentation can make the students creative in group team.
3. Under the roles, the students can be free to deliver ideas through English.
4. The students are more active and interactive in following English lesson.

In the other hands, oral presentation also has disadvantages, such as:

1. Oral presentation is time consuming.
2. Students just read material not speak.
3. Students are hard to communicate with other because not prepare well.

Based on the advantages above, it can be concluded that oral presentation can attract the students to speak up and delivering the ideas to others. In the other side, oral presentation has several disadvantages.

2.3 Concept of Scientific Approach

There are two parts of this sub-chapter: first part explains the definition of scientific approach, and the second part describes its procedure.

2.3.1. Definition of Scientific Approach

Scientific approach is a new language teaching. Scientific approach is learning process that guides students to solve problems based on planning, accurate data
collection and data analysis to construct a conclusion. This approach requires the students to act like a scientist (Abidin, 2014:125). According to the regulation of minister of education and culture regarding curriculum 2013 number 81A attachment IV scientific approach is study experience based on systematic and logic learning steps consist of observing, questioning, collecting information, associating, and communicating (Depdiknas: 2013).

Based on all explanations above, it can be inferred that scientific approach is a learning approach to solve problems through the systematic procedural sequence. The procedures of scientific approach are observing, questioning, collecting information, associating, and communicating.

2.3.2 Procedure of Scientific Approach

As stated in previous sub-sub-chapter, what makes scientific approach different with others is its procedure. There are five stages in the whilst-activity that must be done so that students will be able to learn and think more scientifically and critically. Abidin (2014:133) explain the detail procedures as follow:

1. Observing

Observing is learning activity such as listening, reading, and seeing (with or without tools). Besides, observing is meaningful learning. Through observation the students are supposed to find out a fact of correlation between the object being observed and learning material. The activities in doing observing phase were described below:

a. Deciding the object that will be observed.
b. Making observation guidance.

c. Deciding the way to do observation in collecting data result.

2. Questioning

Questioning is asking information that cannot be understood based on what being observed (from factual to hypothetic questions). In this step a teacher is supposed to inspire the students to ask questions. The teacher can use a technique to encourage the students in questioning section.

3. Experimenting

Experimenting is doing experiment, reading other resources, observing object, event, or activity, and interview with informant. A teacher needs to provide interesting media to interact the students in experimenting.

4. Associating/Reasoning

Associating is learning activity such as processing the information that has been collected from the result of observing and collecting information. In this case, the students try to apply the information. They have to answer the questions based on the observation result or do other tasks.

5. Communicating

Communicating is presenting the result of observation and conclusion based on analysis result by spoken, written, or other media. In communicating, the students should be able to communicate effectively in conveying their idea.
2.3.3 Advantages and Disadvantages of Scientific Approach

Every teaching approach or method has advantages and disadvantages. Even have been used widely in Indonesia, scientific approach also has benefits and losses. According to Abidin (2014:148) the advantages and disadvantages of scientific approach can be seen below:

The advantages of scientific approach are:

1. Improving students’ ability in mastering the learning material.
2. Developing students’ ability in solving problems.
3. Building students’ sensibility of the life context.
4. Improving students’ ability in communication.

The disadvantages of scientific approach are:

1. The time to prepare learning material and learning activities is quite long.
2. The implementation of scientific approach requires more energy and cost.
3. The creativity of both the teacher and the students are required in applying scientific approach.

Based on the explanation above, it can be seen that the advantages of scientific approach can minimize the problems in oral presentation technique. So, the researcher combines scientific approach and oral presentation especially to improve students’ speaking skills.
2.4. Procedure of Teaching Speaking through Oral Presentation based on Scientific Approaches

Oral presentation technique is developed to support real life context in speaking activities. Firstly, the students are divided into several groups, getting topics and preparing the topics, presenting the topics by oral performance and the last is doing question and answer section. When the students present the topics, teacher guide the students to produce words orally.

There are some aspects that can affect the low learning results of students. The aspects that affect the students’ learning success can be categorized into internal and external aspects. One of the internal aspects is the condition of the student. The external factor is the instrumental input, namely: educator, facilities, and learning process aspect. One of the learning process aspects is the learning method implemented by the teacher. The good learning model has to involve students actively by considering the cognitive, affective, and psychomotor aspects.

Madsa (2012) mentions some problems that might occur in the speaking class. Teachers of English may experience the same situation in which the students are unwilling to speak. There are, of course, many factors causing this problem. Students feel that they lack of confidence to speak as the result of not knowing what to say. Some others might state that they are short of words to say in conversation. The rest might tell the teacher that the topic of the conversation is not interesting. Chamot (1993) in Madsa (2012), in his article also explained that students in class also experienced the poorest condition of speaking. This result from lack of speaking practice, but students, especially Asian students tend to be reluctant to speaking English in class as well as after class. It is important for teachers to encourage and motivate them to speak English, especially in class. Knowing the original concept of
oral presentation technique, the researcher is interested in combining Oral Presentation with Scientific Approach based on several reasons.

Despite the numerous benefits associated with using oral presentations in the language classroom there can also be some negative consequences, Wilson (2014) states there are some issues with using oral presentations in the language classroom.

First, Chiu (2004) in Wilson (2014) describes her experience with presentations in Japan as one where “the presenters stumbled through their long and formally written presentation speeches, while the rest of the class would try hard to stay awake.” (p. 32) The main reason for this is that presentations that are not set up correctly can be too difficult for the students to do effectively and this creates a learning environment that is not conducive to L2 acquisition.

Second, Meloni and Thompson (1980) in Wilson (2014) provide an example of the worst-case scenario of not setting up a presentation class correctly. In their example the students in the class end up choosing inappropriate or uninteresting topics, which, in turn, leads to listeners who are inattentive or disrespectful. It also causes the students to give a poorly thought out presentation leaving the instructor unsure as to which errors they should be correcting during the presentation. According to these researchers, the end result of this process will be a group of students who dislike oral presentations, and an instructor who believes that students gain nothing from giving oral presentations.

Third, the reason for many of the problems associated with using oral presentations in the L2 classroom is that many students “lack the core fluency” (Jordan, 1997, p. 203) in Wilson (2014) required to give an effective oral presentation. This means that if students are not taught the skills that they lack, they will not be able to present
effectively. If the difficulty of the presentations being assigned is beyond the students’ current English language abilities, or if the steps required in giving a presentation are not properly scaffolded, students will not be successful in their presentations. This will cause students to feel unprepared or uncomfortable when asked to present. Speaking in public in this type of situation can actually undermine students’ confidence and is “ineffective in developing students’ oral proficiency because students (are) put on the spot.” (King, 2002, p. 403) in Wilson (2014).

Another issue with using presentations in the classroom is that they are time-consuming, and during much of the time when the students are presenting the audience is passive, which can lead to boredom (Ross, 2007) in Wilson (2014). For this reason, oral presentations are often not used in language classes, or are only used as one-time summative assessment at the end of the course, with very little class time spent on getting the students ready to present. The result of this is that students are not prepared to present and often do not find the presentations to be a positive learning experience. While there are a number of potential problems surrounding the use of presentations in the classroom, many of these issues can be avoided if the use of presentations is properly implemented.

Regarding the theories above, it can be summarized that students need to build up their preparation to achieve the effective oral presentation in speaking class. Nadia (2013) states if oral presentation is well prepared, structured, and organized, it will be beneficial and enjoyable activity for learners. This practice is one of speaking activities that aims to develop the students’ proficiency level in English and to help
them to build self-confidence in their ability to speak in public. Oral presentation is another way for communication skill.

Many students do not know how to prepare an oral presentation. Meloni and Thompson (1980) state that if learners do oral presentation with correct preparation and organization, it would be benefit to them in school and help them later in all their carries. Oral presentation is not an essay task. Moreover, EFL are not able to speak with English language with a fluent manner. Oral presentation is one type of communication, which aims to develop the students’ ability to perform in English. The aim of this activity is to enhance students’ proficiency in speaking skill. At the end of their presentation, students should be aware how to communicate effectively with others. In the second chapter, we will focus on speaking skill and the most difficulties that students have in speaking. Oral presentation can be a beneficial way to deal with students’ difficulties in speaking skill.

Fortunately, scientific approach is learning process that guides students to solve problems based on planning or preparation, accurate data collection and data analysis to construct a conclusion. This approach requires the students to act like a scientist (Abidin, 2014:125 in Tyasti, 2017). Moreover, Lazim (2013) in Zaim (2017) states that the 2013 curriculum should be applied in the atmosphere of focusing on student-centered learning, forming the students’ self concept, increasing students’ thinking skills, providing opportunities for students to assimilate and accommodate the concept, laws, and principles, and providing opportunities for students to practice the skills of communication.
Based on explanations above, it can be inferred that scientific approach is a learning approach to solve problems through the systematic procedural sequence. So, scientific approach can be used to complete the weaknesses of oral presentation especially in part of preparation. The procedures of scientific approach are observing, questioning, collecting information, associating, and communicating can be used to promote the students’ preparation before presenting the topic.

2.5. Teaching Steps using Oral Presentation through Scientific Approaches

According to Abidin (2014:133), there are five steps in the procedure of oral presentation based on scientific approach especially in the whilst-activity; they are observing, questioning, experimenting, reasoning, and communicating. In this part, there will be drawn an example of complete procedure of teaching speaking through oral presentation based on scientific approach:

![Figure 2.1. Steps of implementing Oral presentation based on scientific approach](image-url)
The Description of the figure 2.1 would be as follows:

**Pre-Activity**

In this section, the teacher should control the students’ activity before the teaching learning process.

- Teacher greets the students.
- Teacher activates background knowledge by connecting with previous materials.
- Teacher divides the class into several groups consist of 4 – 5 students.
- Teacher distributes the topic as the presentation materials to the groups.
- The teacher organizes the structures of presentation into three sections: Introduction, Discussion, and Conclusion.

**Whilst-Activity**

In this section, the teacher should control the students’ activity during teaching learning process of oral presentation based on scientific approach.

**a. Observing**

Here, the teacher facilitated the learners by presenting video about the material to stimulate students thinking and intelligence. Steps:

- Students watch videos related to oral presentations from the teacher.
- Students observe Segmental sounds - Stop consonants used in the video.
- Students observe the present tense grammar used in the video.
- Students observe the vocabulary used in the observed video.
• Students observe how to express and ask for opinions based on video.
• Students observe the purpose of what they observe.

b. Questioning

Teacher is supposed to inspire the students to ask questions. The teacher can use a technique to encourage the students in questioning section.

• The teacher helps students focus on asking how to present the material well and how to make it.
• The teacher helps students focus on asking about Segmental sounds - Stop consonants based on observations.
• The teacher helps students focus on asking present tense grammar according to observation.
• The teacher helps students focus on asking the vocabulary used in the observed video.
• The teacher helps students focus on asking questions to express and ask for opinions according to what they observed.
• The teacher helps students focus on asking the purpose of what people say on the video.

c. Exploring

Ministry of Education and Culture (2013: 39) in Shofwan (2017) states that exploring or experimenting activity is the activity to internalize knowledge and the skill learned by the students. It is the activity to internalize knowledge and the skill learn by
students. In this process, the students try express the newly learned knowledge and use the language ability in the real world through the activity like simulation, role play, presentation, discussion and playing games. Here are the activities of exploring:

- Through pair activities, one student prepares and practices the presentation based on the text provided by the teacher. Then, the other students answered several questions related to the topic of the presentation that was delivered.
- Students practice pronouncing segmental sounds - stop consonants in the form of minimal pairs of words provided by the teacher.
- Students practice using vocabulary through the activities of filling out the short fields that have been provided by the teacher.
- Students practice using present tense grammar through the activities of filling out the short fields that have been provided by the teacher.
- Students practice how to convey and ask for opinions using the conversation model provided by the teacher.
- Students practice understanding the contents of the text by answering some of the questions that have been provided related to the text.

d. Associating

Reasoning is done to build students critical thinking and scientific attitude. This process can be designed by group work so that the students are asked to analyze a text, identify, categorize, conclude, compare the expression, text structure, and
language feature, discuss the discourse, and also get feedback from the teacher, Istiqomah (2014) in Sofwan (2017).

- Through pair activities, one student analyzes the presentation based on the text provided by the teacher and answers the question from the other student (pair).
- Students analyze the using vocabulary through the activities of answering questions the text.
- Students analyze how to pronounce segmental sounds - stop consonants in the form of minimal pairs of words provided by the teacher.
- Students analyze the using grammar through the activities of filling out the short fields that have been provided by the teacher.
- Students analyze how to convey and ask for opinions using the conversation model provided by the teacher.
- Students analyze understanding the contents of the text by answering some of the questions that have been provided related to the text.

e. Communicating

According to Areni (2014) in Sofwan (2017), all of the teachers believe that in the step of communicating, the students should communicate their work to their friends. This is aimed to develop ability to express or present all the knowledge and skill learned or not, spoken or written. In this activity, not only knowledge and skill will be
presented but also the problems and success in the learning. In the last of the sessions, students present their works, first in group and later in front of the whole class.

- Students make presentations in pairs (working in pairs) with a view to reinforcing the clarity of the message conveyed between the presenter and audience.

- Students communicate or dialogue to convey and ask for opinions in pairs based on the topics provided.

- The best student (presenter) presents the topic in front of the class. (Presentation) by displaying language usage that focuses on segmental sounds - stop consonants; present tense grammar; and good vocabulary.

- After the presentation, students present how to express and ask for good opinions in the questions and answers (Discussion) section in accordance with what they have learned before.

- Students provide conclusions related to the topics they have presented and discussed in class.

**Post-Activity:**

In the last activities, the teacher should make communication to the students to repair and give advice for the next presentation.

- Teacher gives chances to the audiences to ask about the material presented by students.
• Teacher asks students to reflect the lesson, gives feedbacks and closes the lesson.

Based on the explanation about scientific approach, scientific approach can develop students’ ability in solving problems and communication. Scientific approach is good if combined with oral presentation. Scientific approach can enhance them and make the students to be more active in oral presentation. In this case, the function of scientific approach is as a tool to minimize the problems that happen in oral presentation especially in preparation before presenting the material/topic. Scientific approaches oral presentation is proper technique that can stimulate the students’ ability through delivering the materials, discussing, asking and answering questions with thinking more efficiently, scientifically and critically.

2.6. Review of Previous Related Research
In order to gain a clear perspective toward this research, it is necessary to review findings of previous related researches on, primarily, speaking achievement, and aspects which might correlate with it, including language teaching and learning methods and techniques since this study aims at investigating how the new teaching technique, Oral Presentation based on Scientific Approach can be employed in a class. There have been a lot of researches on speaking achievement in the framework of scientific approach conducted both in EFL and ESL setting.

First, a research conducted by Djamrun (2009), Analysis of the Student’s speaking disfluency in oral presentation. His study was aimed to find out the types of disfluencies usually made by the students in their oral presentation and also the
process of the disfluencies happen when the students are doing a presentation. It is expected that this research contributes some significant progress namely as an access to understand the process of English Speech Production and teachers of English subject can predict the students’ types of speech disfluency. The subject of this research is English Department Students in Academic Year of 2009/2010 and 2010/2011 in the class 6E and the students who follow seminar proposal. The technique used for collecting the data is observation, includes presentation, and interviewing. The result of this research showed that there are five types of disfluencies usually made by students in their oral presentation, they are: hesitation, repetition, false starts, filler words and revision. The repetition is divided into two types, they are: repetition of word and repetition of phrase. The result showed that repetition is one of disfluencies that mostly done by students in their presentation. The disfluency happened is caused by several factors. For example, hesitation happened because the speakers are encountering problem in expressing the utterances, as the filled-voices because the speakers do not let themselves to be quiet, feeling nervous, getting stuck the ideas, and lack of information. From this research, it can be seen that oral presentation can stimulate them to produce more words in delivering the ideas although the students are hard to speak up.

Second, It is research about the use of Oral presentation technique to improve speaking skill which conducted by Laili (2015). This Class Action Research carried out Improving Students’ Speaking Skill through Oral Presentation Technique of The Tenth Grade Students at MAN Trenggalek. Improving students’ speaking skill is very
challenging for every teacher. However, the students’ ability to function another language is characterized by their ability in speaking that language. Besides, EFL learners have problems in learning speaking. The problems are inhibition, nothing to say, low of participation, mother-tongue used, lack of confidence, limited vocabularies, and afraid in doing mistakes when speaking. The focus problem to be solved is students’ problem in low participation which make them being passive in speaking class. One technique which can be used to improve students’ speaking skill is through oral presentation. Oral presentation is an activity of sharing or communicating ideas and information in front of audiences which has been widely adopted by EFL teacher to promote oral proficiency. There are advantages of using oral presentation for improving speaking skill; integrating language skill, practicing speaking, making decision, and etc. Through this technique the students also trained to be more active and confidence in speaking in front of public. The formulation of research problem was: How can oral presentation technique improve students’ public speaking at MAN Trenggalek? Whereas the purpose of this study was to investigate how oral presentation technique can improve students’ public speaking skill at MAN Trenggalek. Research Method: 1) the research design in this study was Classroom Action Research (CAR) using Kemmis and Taggart model which consist of cycle; planning, implementing, observing and reflecting, 2) the subject of this study was all students of Matematika dan Ilmu Alam (MIA-5) academic year 2014/2015 at MAN Trenggalek which consist of 35 students (29 females and 9 males) 3) the research instrument used in this study were; observation sheet or checklist, and test. 5) the data were analyzed qualitatively and quantitatively. The result of this study
shows that the students’ participation during teaching and learning process in the cycle 1 to cycle 2 were improved. It’s indicated by in cycle 1 the students’ participation percentage was 67.85 (little bit active) and became 81.25% (active) in cycle 2. For the students’ public speaking skill was also improved. It was proved by the students’ success percentage; in cycle 1 only 40% (14 students) could pass. Then, in cycle 2, 74% (26 students) could pass. In conclusion, oral presentation as the technique in teaching and learning is effective to improve students’ public speaking skill.

Third, the research is conducted by Biantoro (2014) which carried about scientific approach. The title is Using Scientific Approach to Improve the Speaking Performance and Participation of the Tenth Grade Students at SMK Negeri 12 Malang. The objective of the study was to solve speaking performance and participation problems of the tenth grade students at SMK Negeri 12 Malang using scientific approach. Based on the preliminary study, it was concluded that the students were having problems related to the uttering good speech and participating in the class speaking activities. The performance problems involved inability to create proper thinking processes and lack of exposures as the basis of the understanding towards the topics. They had less preparation to process the input or materials and did only receiving explanation and doing speaking tasks. The input given was also limited, only from the teacher. Furthermore, in the whole class activities, the participation was little, and most of the students remained passive. They only responded to the teacher’s questions when they were appointed. Indeed, since there
were only a few opportunities available to speak up, they started to feel anxious and less motivated. Even if there were a few students who got better in speaking, the others were teasing them which resulted in the discouragement in the future speaking tasks. For solving those problems, the researcher, then, formulated the research problem as how the students’ performance and participation could be improved through the use of scientific approach.

The study applied collaborative classroom action research which involved the English classroom teacher and other researcher’s partners as the observers, additional teachers, and assessors. The subjects of the research were the students of X Multimedia-3 of SMKN 12 Malang who were studying in the second semester. The study was focused on the implementation of the learning steps in the scientific approach complemented with the STAD method to enhance the communicative aspect in the group discussion. The aims were to improve students’ inquiry process in speaking, promote more exposures and opportunities to speak up, and overcome the anxiety as well as increase the intrinsic motivation. The basic steps in the scientific approach were observing, questioning, associating, experimenting, and networking. Moreover, the research was conducted in one cycle involving four meetings. The procedures of the research involved planning, implementing, observing, and reflecting. To record the results of the research, some instruments were used such as students’ performance rubric and participation, questionnaires, interviews, observation checklist, and field notes.
The results of the study suggested that the scientific approach was able to solve the problems and effective to improve students’ performance and their participation. The result showed that the criteria of success had been achieved, that more than 70% of all the students were categorized as good (minimum score of 75), and more than 75% of the students were categorized as active. In the third meeting, it was found that 24% (8 students) were categorized as fair, 63% (21 students) were categorized as good, and 12% (4 students) were categorized as excellent. The average score was able to increase 10% or to 77.8 in the second speaking test. The participation in the third meeting also passed the criteria of success in which 6% were passive, 55% were active, and 30% were very active. Furthermore, based on the questionnaire, the students enjoyed the lesson more and felt less anxiety in speaking activities. The group discussion also helped them to create peer teaching to provide more exposures and speaking opportunities.

In conclusion, through well-designed scientific approach steps and activities, the speaking performance and participation of the students could be improved significantly. In addition, there are more aspects that should be concerned in the further implementation which are the students’ background knowledge, activities involved, and time allotment distributed for each step. It is suggested that to make a good teaching and learning activities using scientific approach, teachers can do more preparation in designing the steps, use other communicative strategies to complement the approach, and provide additional assistance from other teacher.
Having reviewed several studies related to speaking, it is necessary to summarize and then find what have been found and what have not been found yet. Concisely, all of the research have resulted, primarily, three different findings: first, oral presentation technique can be used to make the students speak up; second, the students can be stimulated and improve their speaking achievement through oral presentation technique; third, through well-designed scientific approach steps and activities, the speaking performance and participation of the students could be improved significantly.

Based on the previous researches above, however, it seems that they have not touched the students’ perception about the implementation of oral presentation technique in speaking class based on scientific approach whereas students’ perception is important to investigate in order to strengthen the findings of this research. Therefore, to answer this question the researcher conducted the current research. In addition, the oral presentation technique that was applied is different with the original version.

2.7. Theoretical Assumption

As many experts had studied, there are some factors influencing students’ English ability, especially when it comes to second or foreign language acquisition. Those factors are including age, gender, and learning styles. Speaking skill, as one of English ability, might have the same factors influencing the success of language learners. By applying the most appropriate learning method, students will be able to learn faster and better, and it will make the teaching and learning process more effective.
There are many techniques that can help students to improve their speaking ability. One of the techniques is oral presentation in scientific approach. Many experts say in their theories this technique is suitable in improving students’ speaking skill.

2.8. Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypothesis as follows:

*Research Question 1*

Hi1: There is any significant difference of the students’ speaking achievement between oral presentations based on scientific approaches and conventional oral presentation.

Ho1: There is no significant difference of the students’ speaking achievement between oral presentations based on scientific approaches and conventional oral presentation.

*Research Question 2*

Hi2: There is any significant difference in speaking aspects between oral presentations based on scientific approaches and conventional oral presentation.

Ho2: There is no significant difference in speaking aspects between oral presentations based on scientific approaches and conventional oral presentation.
III. RESEARCH METHODOLOGY

This chapter discusses the following points: research design, population and sample, data collection techniques, research instrument, validity and reliability of the test, normality test, homogeneity test, research procedures, data analysis, and hypothesis testing.

3.1. Research Design

In this research, the researcher uses true experimental designs and he chose two classes as the participant. The classes divided into experimental class and control class. True experimental design is a form of experimental research in which individuals are randomly assigned to groups (Cresswell, 2014). In this design, it comprised of pre test, treatment and post test. In the pre and post test, the researcher distributed speaking test in both experiment and control group to measure the students’ speaking skills. Then, the treatments applied in experiment class only. He taught the students by using Oral Presentation in scientific approach technique in order to promote students’ speaking achievement. According to Setiyadi (2006:143), the design of true experiment control group pretest-posttest design is as follows.

<table>
<thead>
<tr>
<th>Design</th>
<th>Treatment</th>
<th>Pre Test</th>
<th>Post Test</th>
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<tbody>
<tr>
<td>K1 (purposive)</td>
<td>T1</td>
<td>X</td>
<td>T2</td>
</tr>
<tr>
<td>K2 (purposive)</td>
<td>T1</td>
<td>O</td>
<td>T2</td>
</tr>
</tbody>
</table>
Notes:
K1 = Experiment group (Purposive sampling)
K2 = Control group (Purposive sampling)
T1 = Pretest of both experiment group and control group
T2 = Posttest of both experiment group and control group
X = Treatment by using Conventional Oral Presentation
O = Treatment by using Oral Presentation based on Scientific Approach

To answer the research question, the researcher used observation to know in what stage of scientific approach the students learn speaking optimally. The researcher also uses Paired Sample T-Test to analyze whether the improvement from pre-test to post-test is significant or not. To find the answer of the second research question, the researcher used Paired Sample T-Test, to compare the average of five components of speaking skill (pronunciation, vocabulary, grammar, fluency, and comprehension), and to know which component will get the highest improvement statistically. The statistical analysis will use IBM SPSS (Statistical Package for Social Science) version 25.

3.2. Population and Sample

Population was all subjects of research that were assumed to have the same characteristics. In this research, the population is all the second grade students of SMA Muhammadiyah 2 Bandar Lampung in academic year of 2019/2020. The numbers of the students were 185 students which were distributed into six classes. In this research, the samples were the students in control and experimental group.
The sample of this research was determined by using purposive sampling. The researcher handles two classes; those are XI IPA 1 as control class and XI IPA 2 as experimental class. They are chosen because their speaking scores are higher than other classes. Furthermore, experimental group received a treatment in form of oral presentation based on scientific approach technique.

3.3. Data Collecting Technique

The collection of data is an extremely important of all research endeavors, for the conclusion of a study are based on what data reveal. The researcher device used to collect data is called an instrument. The data collections are elaborated as follows:

The instrument of this research is a set of speaking test. The researcher uses two kinds of tests. They are pretest and also posttest in the form of oral test. It used scoring rubric to a score. The topic is about informal topic that happens in the real life around the students. The test used interview to ask the ideas and opinions of students about the topics. Then, researcher observes the activity of oral presentation based on scientific approaches in teaching learning process.

3.3.1. Pre-Test

Pretest is conducted to find out how far the students’ skills in speaking before getting treatment. The pre-test is speaking test for assessing oral production. The researcher uses interview to find out the skills of the students. The researcher gave three questions about hot issue for each student. The researcher was giving questions in several issues of the material. In this case, the researcher records the activity to score the students’ speaking skills.
3.3.2. Post-Test

Post-Test is conducted to the students who have been included in the pretest. It is conducted in the end of the research. It is done after the students getting the treatments and exercises to the experimental group. It was conducted in the end of the research. It was done after giving treatments and exercises to the experimental group. Like pretest, researcher used interview as the tool to check the skills of the students after getting treatments. The result of the post-test was used to compare the data of the pre-test and making conclusion whether oral presentation technique could improve students’ speaking skills or not. The procedure of post-test was the same as pre-test.

3.3.3. Recording

The researcher records the students’ speaking performance during pretest and posttest by using video recorder as the tool to collect data. It is used to ease the researcher when analyzing and transcribing the data.

3.3.4. Transcribing

The researcher transcribes the students’ speaking performance from the video recorder that had been conducted. The researcher transcribes the best and the worst students’ performance during pretest and posttest. Then, the researcher also transcribes and analyzed the students’ appraisal form.

Based on the explanation above, the technique which mention are conducted to collect data. Interview is speaking test which is used in the pretest and posttest has
function to find out the skills before and after getting the treatments. Before transcribing the students’ performances, the researcher records the students’ performance and distribute questionnaire about teaching learning process.

3.4. Research Instrument

Research instruments are tools in the research for finding the relevant data to research project and there are many alternatives from which to choose. The data collected to answer research question of the research. This research utilized T-test as the research instrument in the research. From this instrument, the data collections analyzed to determine whether oral presentation with scientific approach can enhance students’ speaking skill or not.

The instrument of this research is speaking test. The researcher takes the data in pretest by using interview technique. The researcher asks and gives questions to the student one by one. Researcher asks several questions to the students to check speaking skills of students. The questions support students to give opinions about hot issues in daily live. The researcher asks the students to speak clearly since the students’ performance is being recorded during the test. The form of the test is subjective test since there is no exact answer; the teacher gives the scores of the students’ speaking skills based on the oral rating sheet provided. In the test, the researcher uses inter rater. Rater is person who assigns a score or rating to a test taker’s oral or written performance on the basis of a set of rating criteria (Richards & Schmidt, 2010, p. 481). They are the researcher and teacher of English. In evaluating the students’ speaking scores, the researcher and other raters, who is the class teacher,
listened to the students’ record and use the oral speaking performance. The researcher recorded the students’ utterances because it helps the rater to evaluate more objectively. This speaking test would score five components in speaking; they are pronunciation, grammar, fluency, vocabulary, and comprehension.

The aim of oral presentation is to observe if learner improve their speaking skill by using scientific approach of oral presentation in the classroom. This test was done to measure the improvement of students’ speaking skill before and after the students taught by using scientific approach oral presentation as a teaching technique. Meanwhile, inter raters also give a score in speaking test.

3.5. Validity and Reliability of the Test

In order for conducting research in scientific disciplines, it must be free of bias and distortion. Reliability and validity are two concepts that are important for defining and measuring bias and distortion. Therefore, to measure whether the test has a good validity, this research used content and construct validity. The validity of the instrument was presented as follows:

3.5.1. Content Validity

Content validity concerned with whether the test is sufficiently representative and comprehensive for the test. Therefore, since the test instrument is conducted to get the data of the students’ speaking skill achievement, the content validity of the test items were conducted by including speaking materials which were arranged based on the materials from the indicators of core competence and standard competence that have
been formulated before in syllabus based on 2013 curriculum of senior high school. Thus, if the measuring instrument has represented all the ideas that connected with the materials that were measured, that measuring instrument has fulfilled the aspect of content validity.

3.5.2 Construct Validity

Construct validity concerned with whether the test was actually in line with the theory of what it means to know the language that was being measured. To achieve the construct validity of the speaking test, the researcher relates to the theory of speaking that speaking needs to concern with some aspects such as grammar, vocabulary, pronunciation, fluency, and comprehension.

3.5.3. Reliability

In this research, to know the reliability of the speaking test, the writer would use inter-rater reliability. The researcher has two raters in order to score the students’ speaking skill. The first rater is the researcher and the second rater is the English teacher in the class. To measure the inter-rater reliability, the researcher use Pearson-Product Moment Correlation in SPSS 25. While the reliability of the questionnaire would not be measured anymore since it is from the expert.

3.5.4. Scoring System

In order to have a good result of students’ scoring, the researcher uses scoring criteria from the expert. In term of speaking test, scoring system which is proposed by David
P. Harris (1974) in five components, namely: pronunciation, fluency, grammar, vocabulary, and comprehension (See appendix 1).

3.6. Testing the Normality

A normality test is used to determine whether sample data has been drawn from a normally distributed population (within some tolerance). A number of statistical tests, such as the Student's t-test and the one-way and two-way ANOVA require a normally distributed sample population. In this research, the researcher used one sample Kolmogorov-Smirnov Test in SPSS 25 to make sure the sample is normal.

<table>
<thead>
<tr>
<th>Table 3.1 One-Sample Kolmogorov-Smirnov Test</th>
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<tr>
<td>N</td>
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<td>35</td>
</tr>
<tr>
<td>Normal Parameters&lt;sup&gt;a,b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
</tr>
<tr>
<td>Absolute</td>
</tr>
<tr>
<td>Positive</td>
</tr>
<tr>
<td>Negative</td>
</tr>
<tr>
<td>Test Statistic</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
</tr>
</tbody>
</table>

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The table showed the result of test normality calculation using SPSS 25 program. To know the normality of data, the formula could be seen as follows:

If Significance > 0.05 = data is normal distribution

If Significance < 0.05 = data is not normal distribution
Based on the data above, it could be seen that p-value (sig)/ Asymp. Sig of the gain scores of the experiment class was 0.112 and control class was 0.147 which higher than the level significance (0.05). Thus, it be concluded that the data was normal distribution.

### 3.7 Homogeneity Test

This test determines if two or more populations (or subgroups of a population) have the same distribution of a single categorical variable. Homogeneity test is only used in parametric tests which test differences between the two groups or several groups with different subjects or data sources. Therefore, homogeneity test is needed as an assumption of the independent t test.

**Table 4.12 Homogeneity Test**

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on Mean</td>
<td>.720</td>
<td>1</td>
<td>68</td>
<td>.399</td>
</tr>
<tr>
<td>Based on Median</td>
<td>.592</td>
<td>1</td>
<td>68</td>
<td>.444</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>.592</td>
<td>1</td>
<td>67.642</td>
<td>.444</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>.782</td>
<td>1</td>
<td>68</td>
<td>.380</td>
</tr>
</tbody>
</table>

The table showed the result of homogeneity test calculation using SPSS 25.0 program. To know the homogeneity of data, the formula could be seen as follows:

If Sig. > 0.05 = data is normal distribution

If Sig. < 0.05 = data is not normal distribution

Based on the data above, significant data is 0.380. The result is 0.380 > 0.05. It meant that the result of posttest of experimental and control class were homogenous.
3.8. Research Procedures

Relying on the process of experimentation study that has been elaborated above, this research conducted through the following procedure.

1. Administering pretest for both experimental and control class

   Having found a good validity and reliability of instrument, the researcher gives pretest to measure the first achievement of students’ speaking skill. The researcher should make sure the first ability before getting the treatment. Therefore, the difference improvement of students’ speaking achievement between pre test and post test can be seen clearly.

2. Conducting the treatments in experimental class

   The treatments gave for three meetings in experimental class. During the treatment, the researcher applied the teaching technique based on what has been planned which is oral presentation based on scientific approaches. In each meeting, the materials given are different so that the students are able to enrich their new vocabulary size and enlarge their knowledge.

3. Conducting the treatments in control class

   The treatments gave for three meetings in control class. During the treatments, the researcher applied conventional oral presentation. In each meeting, the materials given are different so that the students are able to enrich their new vocabulary size and enlarge their knowledge.

4. Administering posttest for both experimental and control class.
At the end of the whole treatments, the researcher administered posttest both in experiment and control group in order to see the difference of students’ speaking achievement after the treatment.

3.9. Data Analysis

After conducting the test, the researcher analyzed the data. In order to see whether there is a significant difference before and after being taught by using oral presentation based on scientific approaches, the data in the present research analyzed quantitatively. Hence, to analyze the quantitative data, the researcher uses Statistical Package for Social Science (SPSS) program version 25 for windows. The data obtained from test compared before and after treatment. The steps are describes as follows:

1. The researcher analyzes the score of pre-test and post-test in the control class to find the mean score.
2. The researcher analyzes the score of pre-test and post-test in the experimental class to find out the mean score.
3. The researcher compares the score of pre test and post test by using paired sample t-test to know the differences before and after the treatment given.

3.10. Hypothesis Testing

The hypothesis testing used to prove whether the hypothesis planned in this research was accepted or not. SPSS is used to know the improvement of treatment effect. The hypothesis is analyzed at significance level of 0.05 in which the hypothesis is approved if Sig < α. It means that probability of error in hypothesis is only about 5%.
After collecting the data, the researcher recorded and analyzed student in order to find out improvement of student’ speaking skill after the treatment. Notes:

The significant level (α) which is used is 0.05. The hypothesis that tested as follows:
Hi: There is any significant difference of students’ speaking achievement between oral presentation based on scientific approaches and conventional oral presentation.
Ho: There is no significant difference of students’ speaking achievement between oral presentation based on scientific approaches and conventional oral presentation.

The criteria for hypothesis acceptance are that if the t-ration obtained through SPSS program is bigger than the t-table it means that Hi is rejected. It means that there is significant difference achievement of students’ speaking skills before and after the treatments. In other words, it can be said that the oral presentation based on scientific approaches technique gives positive influence so that it can improve students’ speaking achievement. On the contrary, if the t-table which is gained from SPSS program is bigger than the t-ratio it means that Ho is accepted. Then, it can be said that there is no significant difference of students’ reading comprehension achievement before and after the treatments. Therefore, it can be interpreted that the oral presentation based on scientific approaches technique does not give positive influence toward students’ speaking achievement.
V. CONCLUSION AND SUGGESTION

This chapter focuses on some points relating to the result and also discussion after conducting the research. Then, it can be taken some conclusions and also suggestions from the research.

5.1. Conclusions

Having conducted the research at the second grade of SMA Muhammadiyah 2 Bandar Lampung and analyzing the data, the researcher would like to give the conclusion as follows:

1. Concerning with the significant difference between Oral presentation and Oral presentation based on scientific approaches in students’ speaking achievement, it is found that there is a significant difference after being taught by using those techniques. The difference of students’ speaking achievement scores significantly differ between control class and experimental class. The result shows that the gain of the students’ achievement in control class is 9.02 and the gain of experimental class is 15.62 with difference 6.60. We can see that t-ratio is 4.170 while the critical value for t-table (df = 68) is 1.995 at the level of significance 0.05 and 2.650 at 0.01 in 2 tailed. Thus, t-ratio is bigger than t-table that is 1.995 < 4.170 > 2.650. The students' scores significantly differ between control class and experimental class. Thus, it clearly shows that the
proposed alternative hypothesis (H1) is accepted that there is a significant difference of students’ speaking achievement between oral presentation based on scientific approaches and conventional oral presentation.

2. Based on the gain score of each aspects of speaking in learning using oral presentation, the highest score is in the comprehension, it is assumed that there are some factors happen in the treatment. It might be because the in speaking activities, students are interested in part of observing, questioning, experimenting, associating, and communicating during presenting the topic in front of the class.

5.2. Suggestions

Some suggestions that the researcher would like to propose based on the conclusion are as follows:

1. The English teachers are suggested to use oral presentation based on scientific approaches technique in teaching speaking because it is a new technique that can improve students’ speaking achievement. This technique can be used by the English teachers when they are teaching Hortatory Exposition text. It can make the students enjoy the teaching learning activity in hortatory text and stimulate the students’ speaking ability.

2. For the English teachers who want to use Oral 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 occured 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.
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