CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with theories used as the basis for supporting the research. Those are General Concept of Speaking, speaking skill, teaching speaking, and oral presentation. The explanation of each literature is explained briefly as follows:

A. **The General Concepts of Speaking**

1. **Definition of Speaking**

As the key of communication, speaking has many definitions. There are experts who try to define what speaking is. Speaking is so complex because it includes many aspects such as grammar, pronunciation, fluency and vocabularies. Brown (2007:225) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. The nonverbal messages will help the speaker to enhance listener attention. So, the communication will be more effective.

From those definitions, the researcher concludes that speaking is a process of sharing ideas or feeling by pronuncing certain words arrangement which also involve non-verbal language to help communication effectively. By speaking, we can communicate each other, sharing argument and message and also soulful.

2. The Function of Speaking

According to Brown and Yule cited in Richard (2008: 21), there are three funtions of speaking, those are: *talk as interaction, talk as transaction,* and *talk as performance*.

First, talk as interaction refers to what we normally mean by conversation‖ and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. There are some main features of talk as interaction, a) has a primarily social function, b) reflects role relationships, c) reflects speaker's identity, d) may be formal or casual, e) uses conversational conventions, f) reflects degrees of politeness, g) employs many generic words, h) uses conversational register, i) is jointly constructed .

Second, talk as transaction refers to situations where the focus is on what is said or done. The main features of talk as transaction are: a) it has a primarily information focus, b) the main focus is on the message and not the participants, c) participants employ communication strategies to make themselves understood, d) there may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson, e) there may be negotiation and digression, f) linguistic accuracy is not always important.

Third, talk as performance refers to public talk, that is talk that transmits information before an audience, such as classroom oral presentations, public announcements, and speeches. The main features of talk as performance are: a) a focus on both message and audience, b) predictable organization and sequencing, c) importance of both form and accuracy, d) language is more like written language, e) often monologic.

Based on the explanation above, the function of speaking which would be developed by the researcher at MTs AL MA'ARIF Tulungagung is speaking as performance in form of oral presentation based on the rules have given by the teacher.

3. **Types of Speaking**

Henry (1981: 22-23) divides some speaking activities into two types, namely:

a. Speaking in public or public speaking

Types of conversation include the following:

1) Informative speaking

Informative speaking is type of speaking which aims to inform the audience about a given topic. This type uses descriptions, demonstrations, vivid detail, and definitions to explain a subject, person, or place the audience want to understand. An informative

speaking makes a complex topic easy to understand or offers a different point of view.

2) Persuasive speaking

The aim of persuasive speaking is to convince the audience to believe toward a certain point of view. Persuasive speaking can come in many forms, such as sales pitches, debates, and legal proceedings. Factors such as body language, the willingness of the audience, and the environment in which the speech is given, all affect the success of a persuasive speaking.

3) Fellowship speaking

Fellowship speaking is types of speaking which has activities such as sharing in similar interests, ideals, or experiences, as by reason of profession, religion, or nationality.

4) Deliberative speaking

A deliberative speaking is an "embellished" statement of facts, with great vivacity, to persuade the audience of the honor and advantage that will accrue to them if they choose to initiate a particular mode of action for the future. The primary concern of deliberative speaking is to move people toward future action (laws/policies that would affect the future of society).

b. Speaking at Conference

The conversation includes the following:

1) Group discussion

   Group discussion divided in to formal and informal. Formal group discussion such as: conferences, panel discussions, and symposia. Informal group discussion such as: study groups, group policy makers (policy making groups) and comics.

2) Parliamentary procedure

   Parliamentary procedure is the body of rules, ethics, and custom governing meetings and other operations of clubs,

   organizations, legislative bodies, and other deliberative assemblies.

3) Debate

   Debate is to discuss a question by presenting ideas on both sides of an issue. A debate, simply put, is like a game, where two or more speakers present their arguments intent on persuading each other. It is also a contest, but rather an exciting one when both parties try to oppose the other party's conclusion.

4. Public Speaking

Most people at some point in their life, will need to stand up and speak in front of group of people. Consequently, having public speaking

skill is something valuable for life, including for students. In addition, according to Lucas (2007:9) there three major differences between conversation and public speaking:

a. Public speaking is more highly structured

It usually imposes strict time limitations on the speaker. In the most cases, the situation does not allow listeners to interrupt with questions or commentary. The speaker must accomplish her or his purpose in the speech itself. In preparing speech, the speaker must anticipate questions that might arise in the minds of listeners and answer them. Consequently, public speaking demands much more detailed planning and preparation than ordinary conversation.

b. Public speaking requires more formal language

Jargon and bad grammar have little place in public speeches. As angry as she is about industrial pollution, when Wilma Subra speaks to congressional committee, she doesn't say.Despite the growing informality of all aspects of American life, listeners usually react negatively to speakers who do not elevate and polish their language when addressing an audience. A speech should be special'.

c. Public speaking requires a different method of delivery

When conversing informally, most people talk quietly, interject stock phrase such as like and you know, adopt casual posture, and use hat are called vocalized pause. Effective public speakers, however,

adjust their voices to be heard clearly throughout the audience. They assume a more erect posture. They avoid distracting mannerisms and verbal habit.

5. **The Speaking Problems**

In learnning EFL, it is very common if the students face many problems, especially in learning speaking. According to Ur (1991: 120) there are four speaking problems faced by EFL learners, those are inhibition, nothing to say, low of participations, and mother-tongue use.

Inhibition. Speaking activities require a student to have all eyes on him and exposure to an audience can often give students stage fright. They may also be worried about making mistake, being criticized or losing face in front of the rest of the class

Nothing to say. Sometimes, the students think that they have nothing to say on a particular topic. In reality, they may be bored or feel that they the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they know that they should be participating n speaking activity.

The low of participations. There will be always dominant students in an English class making it difficult for more reserved students to express themselves freely dominant students who interrupt frequently or who constantly looking for the teacher attention tend to create environment in

the ESL class where more timid students are quite happy to sit back and watch the lesson unfolding instead of participating.

Mother-tongue use. Students who insist on using their mother tongue are students who are fearful of criticism and need to be encouraged to speak English. Students must understand that they cannot revert to their mother tongue as this will take away precious speaking practice time during lesson and slow down oral progress.

B. The General Concept of Teaching Speaking

Teaching speaking is a very important part of second and foreign language learning because the students' ability in learning language will be proven by their ability in uttering something by that language. As stated by Kayi (2006:1) that world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

1. Speaking Activities

To determine what speaking activities would be applied, the teacher should consider some aspects. Harmer (1998) as cited in Achmad (2012:2) said good speaking activities can and should be highly motivating.Furthermore, Harmer (2007:129) give some suggestions about the activities in the speaking classroom, those are: a) information-gap

activities, b) telling stories, c) favourite objects, d) meeting and greeting, e) survey, f) famous people, g) student presentations, h) balloon debate, and i) moral dilemmas. By doing those activities with high attention, the students are expected to improve their speaking.

2. Teacher's Roles in Teaching Speaking

In every classes, the teacher has different roles in teaching process, include in teaching speaking. According to Harmer (2007:347), there are three particulars relevance to get students to speak fluently; *prompter, participant,* and *feedback provider.*

As a prompter, the teacher helps the students to solve their difficulty in speaking by giving suggestion or guidance. Because in speaking class especially EFL/ESL class, it is very common if the students cannot say anything because they do not know what they have to say next or how to pronounce well of certain words *As a participant,* means that the teacher joins to the students' activity such as participate in discussion. When it goes well, students enjoy having the teacher with them, and for the teacher, participating is often more enjoyable than acting as a resource. However, it will be a danger if the students are easily dominate and proceedings.

The last role is the teacher as a *feedback provider.* In giving feedback, especially in speaking task, the teacher should know when and how to give it. When the students are in the middle of a speaking task, over-correction may inhibit them and take the communication out of the activity.

C. Strategies In Teaching Speaking

The teaching speaking is having concern in language programs and teaching strategy which is not only a factor that can affect teaching outcome. Instead, more clear, strategy can also help the students to solving their problems in speaking. it is supported by Brown (2000:219) who said that techniques are then "prescibed" to help such the students overcome their problems. Here are some typical cognitive style "problems" and a few techniques you might prescribe to help overcome each problem. The problems include low tolerance of ambiguity, excessive impulsiveness, excessive reflectiveness/caution, too much right-brain dominance, and too much leff – brain dominance.

In the study, strategies have two kinds in order, direct and indirect strategies. It is supported by Yunus (2013:205) point out that

Language Learning Strategies (LLS) which comprise the Direct and Indirect Strategies are specific actions, behaviors, steps, or techniques that students often intentionally use to improve their progress in developing L2 skills. **The Direct Strategies** which comprise of cognitive, compensatory and memory-relatedstrategies are often used to learn a target language and require mental processing. *The cognitive strategies* help tomanipulate the language material in direct ways while *the compensatory strategies* are behaviours that enablelearners to use the target language to compensate for the inadequate repertoire of the language skills particularly ongrammar and vocabulary to produce spoken or written to aid speaking or and writing. *The memory-related*

*strategies*help learners to link one L2 item or concept with another to help learners retrieve information in orderly manner. Whereas,**The Indirect Strategies** on the other hand consist of the metacognitive, affective and social strategies. The metacognitive strategies may be one of the most essential skills that classroom instructors can help L2 learners. Affective strategies are significantly related to L2 proficiency but less needed as learners progress to higher proficiency level. The social strategies are actions which concern the ways learners choose to interact with others and native speakers.

In addition, in teaching speaking, the researcher as teacher used strategy in teaching speaking which is to help students' speaking and express their ideas. So, the researcher should truly select and adjust between strategy and skill in order. Anjaniputra (2013) states that moreover, the strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes.The researcher hoped that the strategy can reach the goal of teaching speaking, and the learners progress to higher proficiency level.

D. Speaking Tasks and Activities in the Classroom

Louma (2004:30) defines tasks as activities that people do, and in language -learning contexts tasks are usually defined in terms of language use. Nunan (1993) as cited in Louma (2004) defines communicative task as "….a piece of classroom which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is

principally focused on meaning rather than form…" Speaking tasks are activities that make speakers use the language for a specific purpose in a determined speaking situation (Louma, 2004). Based on the author, they are classified into two groups: open-ended and structured speaking tasks.

On one hand, open-ended tasks have as main purpose to have the learners, according to Louma (2004:48) point out that to do something with language as an indication of their skills. This group of speaking tasks is divided into five categories: description, narrative, instruction, comparison, and role play tasks (Louma, 2004). The researcher gives some examples of these speaking tasks, some of which are: describing places, pictures, and talking about a specific topic, which she says are based on social or service situations, whose intention is to simulate real life situations.

In speaking class, there are many activities. Furthermore, in teaching and learning speaking, speaker must be able to product and interact. Being productive means that the speaker are able to produce sounds and grammatical structures. Whereas, interactive is speakers' ability to communicate with others.

In this case, the speaking activities can concentrate on getting learners to produce sound and phrase or grammatical structure. Besides, the learners can be controlled by the teacher since speak. In control this activities usually the teacher give guide to the learners' interaction. And the teacher makes their class became effective and having fun.

There are eight activities in oral language that can be held by teacher and learner (O'Malley 1996:77):

1. Oral Interviews

Oral interviews the form of discussions or conversations with the teacher and with other students. Interviews can be used to elicit the following language fuctions: describing, giving information, or giving opinion. It is can be conducted with individuals or pairs at all levels of language proficiency and require no preparation on the part of the students. And also, it can be applied in all levels.

2. Picture Cued-Descriptions/Stories

Picture cued is the activities of speaking using some picture which is a familiar to students. And also it can be used to elicit the following language functions: describing, giving information, or giving opinion. In this actvity, it is conducted by individual, and to begining and

intermediate levels. To apply is each of students got picture , then she/he can describe the picture one by one.

3. Radio Boardcasts

Radio boardcasts is a activity of oral language that is focus on listening new from the radio, and then to practice inform. To apply this activity is students to listening for specific information, the gist, description, and direction, then she/he imadiately inform to the others. It can be conducted individually, group, and whole class. And also, it can be applied in intermediate and advanced level.

4. Video Clips

Video clips is a activity of learning speaking to describ and respond the video. It can be conducted individually, group, and whole class. And also, it is appropriate to all levels. The step of activity is the teacher prepare video, and then the students are asked to respond and clarify point of the video.

5. Information Gap

Of all the activities described here, an information gap may provide one of the clearest indicators of the ability of one person to give information to another. Information gap calls for detailed descriptions of physical objects and a linguistic command of colors, shapes, sizes, direction, location, and sequences.it is applied in pairs and appropriate to all levels.

6. Story Telling

Story telling involve having students retell stories or text selections that they have listened or read. This activity becomes an assessment of the students' reading skill in addition to oral skill.

It is especially important with retelling to be clear of the purpose of the assessment. Language fuction most likely used in story/text retelling are describing, giving information, and summarizing. And also, it is appropriate to bigining, and intermediate levels.

7. Role Play

Role play can be called drama. Drama techniques can be particularly effective in developing oral language skills of English language learners. These activities are authentic because they involve language use in interactive contexts.

8. Debate

A debate is a type of role play were students are asked to take sides on an issue and defend their positions. The debate is probably more often used in content area classrooms than in ESL classrooms. It is appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups, and make use of at least the following language fuctions: describing, explaining, giving and asking for information, persuading, agreeing, and disagreeing.

In addition, there are thirteen activities in oral language that can be held by teacher and learner (Kayi:2006), as follow:

1. **Discussions**

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher.

2. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social

roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

3. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

4. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information.

5. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

6. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes.

7. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions.

8. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

9. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

10. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

1) **Diamonds**: Earning money

2) **Hearts**: Love and relationships

3) **Spades:** An unforgettable memory

4) **Clubs:** Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group.

11. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying

attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

12. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

13. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

E. The General Concepts of Oral Presentation

Oral presentation is an activity in which the presenter show their knowledge toward particular subject in front of audiences. It occurs in organized setting and limitation of time.

According to King (2002:401) Oral Presentation is an effective communicative activity that has been widely adopted by EFL conversation

teachers to promote oral proficiency. Thus, based on some definitions above, the researcher concludes that oral presentation is an activity of sharing ideas and or information in front of audiences which has purpose to improve students' oral proficiency.

1. **The Advantages of Oral Presentation**

Al Issa and Al-Qubtan (2010:228) states that there are some advantages which can be gotten from Oral Presentation Technique, includes: (1) integrating language skill, (2) practicing speaking, (3) making decision, (4) preparing for real life, (5) acquiring knowledge through language, (6) promoting learner-centeredness, and (7) expanding the teacher's roles. The discussions of the advantages are as follows:

Integrating language skill. Oral Presentations help integrate the language skills.The literature on teaching English has emphasized integrating the four skills and giving them equal weight (Al-Issa, (2006). Oral Presentations facilitate this. While the presenter is presenting his or her work using an overhead projector (OHP), for instance, everybody else is reading the notes appearing on the slides, listening to the talk, and taking notes in preparation for asking the presenter questions about the topic.

Practicing speaking. Speaking is one of the least practiced and most neglected skills in almost any EFL classroom, despite its importance in people's daily social activities and interactions. This is particularly the case in teacher-centered and large classes, where more emphasis is often placed on the receptive skills. Al Issa added that Oral Presentation is an efficient

way to encourage the presenting students to practice meaningful oral English and the rest of the class to practice listening.

Making decision. Oral Presentation helps facilitate the decisionmaking process for students. Such as, when students are given the freedom to choose a topic to present, for instance, in an intermediatelevel EFL classroom, they are indirectly asked to make a decision and take initiative. This is something that is missing from many classrooms teaching subjects other than English or teaching English but through the chalk-and-talk method and transmission-based approach (Al-Issa, 2006).

Preparing for real life: Taking the floor and standing in front of other people, such as one's classmates, to present one's work is challenging because it requires confidence and courage. Yet it is a marketable skill that is much needed in various jobs round the world. Hence, presenting in the EFL classroom prepares students for the job market that they will enter when they leave school.

Acquiring knowledge through language. Languages in general, and English in particular, are powerful tools for acquiring infinite knowledge and information (Al-Issa: 2005). When students are asked to research a topic and search for particular information or data in English, they are using the language meaningfully and purposefully and are varying their exposure to sources of knowledge via the genuine use of the target language, which has its implications for their language improvement (Al-Issa, 2006).

Promoting learner-centeredness. Giving Oral Presentation helps students replace memory- and transmission-based learning, which are still in vogue in many education systems in the developing world (AlIssa:2007), with interactive, dynamic, reflective, and independent learning and critical thinking. Oral Presentations also promote and encourage learning through discovery and research.

Expanding the teacher's roles. Teachers in the traditional EFL classroom have specific roles to play in terms of exercising authority over as well as transmitting and controlling knowledge, information, and classroom activities. According to King (2002:404) 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.

F. Types of Oral Presentation

Oral presentations can be divided into three types: *controlled, guided, and free* (Al Issa and Al-Qubtan, 2010: 232). This division 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.

The first type is Controlled. It can be done by determining the students' proficiency levels and presentation method. The students' language proficiency is usually for beginner to elementary. Hence, the teacher has to

confine the topic to either what is in the textbook or something he or she feels the students can present with ease.

For the Presentation method, because of the students at this language level are young (6-12 years old), they 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.

The second is Guided. In this type, the teacher determines the students' proficiency level, aids and materials, and memorization. The students' proficiency level for guided type 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 be guided to the appropriate level of grammar and lexical items.

The last type is Free. In this type some considerations should be determined; those are students' proficiency level, and asking and answering questions. In the free type of oral presentations, students' proficiency level is 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.

G. Using Visual Aid in Oral Presentation

Visual aid is an item of illustrative matter, such as a film, slide or model which designed to supplement written or spoken information so that it can be understood more easily. According to King (2002:402), using visual aid in oral presentation can create a powerful effect, help keep students' attention, and illustrate main ideas. The basic rule is to use visual aids to support the presentation, not to dominate it.

H. Oral Presentations and Speaking Skill

Oral Presentation and speaking skill are two things which that help each other. Students need to develop speaking skill in order to be fluent and communicative in their presentation.

Oral presentation develops speaking skill in contrast there is no oral presentation without speaking . Nadia (2013:44) states that when someone is able to speak to an audiences, they will success in making them achieve their goals. In addition, EFL classes, oral presentation concern as a learners' activity that have to be appropriate in their context and still a basic form of speaking in public that is actually raise the students' confidence and effective development of their oral proficiency Nadia (2013), cited in King (2004:403). Finally, through oral presentation the students can improve their public speaking skill.

I. Some Previous Studies

There are some studies related to the use of Oral Presentation in teaching and learning process. Now, the researcher summarize some previous studies

which can be the guidelines for the researcher in conducting the new one, and the way this research is different from the previous ones. The following explanation of some previous studies that related to the use of Oral Presentation.

The first research was done by the researcher Diyah (2015) entitled " Improving Students Speaking Skill Through Oral Presentation Technique of The Tenth Grade Students at MAN Trenggalek. The finding was about the research that was conducted by the researcher since in the classroom. The first cycle the researcher provide techniques to motivate students' speaking. In that study, the researcher found the problems faced by students when given technique. For example, some students who are still confused to the Oral Presentation the class to become noisy, some students to be passive when they have given task, some students have not respons, some students students' speaking were still slow, several of students could not produce 50 until 100 words per minutes, and several students produced silent pause when they speak. In the second cycle, the researcher found students' problems aboout fluency and accuracy, and the researcher tried to solved the problems. The researcher give motivation and feedback to students. In the third cycle, the students is very enthusiastic in doing Oral Presentation Techniques, so they can to be active in speaking.

There are other several previous studies written by Suhardin (2011) entitled " The Use Of Oral Presentation Technique To Improve Students Ability to The First Grade Students SMP 1 Gorontalo". She found the result

of the implementation Oral Presntation technique in students' speaking ability. It can be seen from dari mean score of pre test and post test is 60 to 73.3. It means that the students' mean score improves up 13.3 point. In pre-test, the mean score of pronunciation 11.9. For vocabulary the mean score is 12.2. It means that the students still used the wrong word frequently, conversation some what limited the the mean score of fluency 12.2. It means that the students stiil made frequent errors of grammar or order. And the last, the mean score of grammar is 11.1. It means that the mean score of grammar here refer to that speed and fluency are rather strongly affected by language problems.After known about the result of pre test, the researcher gived treatment to the students, then to the post test that the evaluation would same to the pre test. The result of post test can be seen that for the first one pronunciation mean score is 14.3. The next for vocabulary 14.8. For fluency, the mean score is 14.8. For the mean score of comprehension is 15.8, whereas for mean score of grammar is 13.4. It means that, in post test, the comprehension is still highest aspect achieved by the students and grammar also still the lowest aspect.

It can be concluded that the speaking ability became better after they got the treatment for three times. Actually, the students' performances in post test were better than pre test. Because, in the research, in pre test was aimed to measure how far students ability in speaking. And the result of pre test was showed that students ability in speaking were still low which is the mean score pre test is only 60. Then, the researcher giving treatment through Oral

Presentation Technique to emphasize the students understanding of the material and also to make the students more practice their speaking in the classroom. And the last is post test, the researcher gave the same topics and same instructions of pre test and post test. Then, the result of post test showed that the students' speaking ability improved. And the result of post tes is 73.3.

By Suhardin (2011). The researcher use experimental research design with qualitative approach, the describes is the types of disfluency made by students in their presentation and and process or the background of the disfluency occur when the students speak using test in front of the class is repitition, hesitation, filler words, and false start only.

Based on the some previous above on the use of technique, the researcher conducts study in teaching speaking by using Oral Presentation. The researcher use research design with CAR approach is how can Oral Presentation technique improve students" public speaking skill using pretest and posttest each of them.