

ENHANCING EFL (ENGLISH AS FOREIGN LANGUAGE) STUDENT'S PUBLIC SPEAKING ABILITY THROUGH PRE-TEACHING VOCABULARY

Putri Ramadhani

Fakultas Ilmu Komputer dan Teknologi Informasi, Universitas Budi Darma, Medan, Indonesia

Email: pramadhaniput@gmail.com

DOI: <https://doi.org/10.46880/methoda.Vol13No3.pp288-291>

ABSTRACT

The aim of this research is to investigate the effectiveness of pre-teaching vocabulary taught in the class by English lecturer towards the first semester students of Computer Informatics who are the users of English as Foreign Language (EFL students). The students are treated by pre-teaching vocabulary method in three stages they are introduction stage, content or body stage, and the conclusion stage. Pre-teaching vocabulary taught by the lecturer in every stage aimed to ease the students to comprehend the presentation step by step before doing English presentation in front of the class as the public speaking assignment. The data collection techniques in this research are observation and practice assessment. The result of this research shows that pre-teaching vocabulary method taught in the class for the first semester students significantly enhance the ability of student's English public speaking in presentation assignment. Students are more confident enough to perform English presentation in front of the class because the topic assigned by the lecturer has been clearly explained and the students are easier to join words by words or phrase by phrase into a short presentation.

Keyword: *Enhancing, EFL Students, Public Speaking, Pre-Teaching Vocabulary.*

INTRODUCTION

Presentation is the basic skill must be taught by an English lecturer to the first semester students because presentation will be further activities regularly practiced by the students in whole semester. Presentation is one of the public speaking practices which give much benefit for the students to actualize their idea to the audience through the speaking ability. Many students less motivated to speak their mind in public speaking activity. Public speaking skill must be trained at school as stated in (Amelia et al., 2022) stated that the students who are less motivated in public speaking activity will be highly motivated when they treated and stimulated with speech learning activities. Presentation is one of public speaking activities that has some stages. There are three stages.

Introduction, body, and conclusion may include visual aids like charts or graphs. Sometimes the presenters distribute hands out to the audiences and the feedback occur like -two-

ways communication; questions from the audience and the presenter must be able to answer or respond the questions before the session of presentation closed. According to the article from UTS.EDU.AU in Useful Language for The Presentation, the most fundamental stages of good presentation usually consist of three; the first is introduction stage, the second is content or body, the third stage is conclusion. The first stage is introduction stage. In this stage, the presenter must greet the audience in proper way based on the time like morning, afternoon, and evening. After greeting the audience, the presenter should express special acknowledgements if appropriate like I'd like to thank someone after that sending signal to the audience that the presentation will give time for questions, discussions, or maybe critics and suggestions. Introducing defined topic is the next phase in introduction stage so the audience will get the clue what the presentation about like I'd like to talk to you about parts of computer

hardware. Disposing a distraction or side issue is like this presentation will not cover the parts of computer software. Then briefly preview the organization of the presentation like the main point is, the second, the third the last, don't forget to provide important facts or information for each part of the organization as the last phase in this introduction stage is reminding the audience of the topic and give it status like so we can see that the topic involves external parts of computer hardware like modem and speaker. The second stage is content or body, in this stage the body should meet the purpose and information stated in introduction stage. In this stage students should be taught some important vocabs related to their own topic. In this stage, lecturer must prepare written assignment for the students before the presentation, so the students will comprehend what is their topic about. Students needs to state clearly by thinking the objectivity of their presentation body by elaborating what, why, and how. For example, the first point I would like to address is what are the Parts of Computer, then elaborating the second to the last stage and close it by sum up the final point as the conclusion in the third stage. In the third stage students are taught with some closing statement like leave takings.

LITERATURE REVIEW

(Ramadhani, 2017) in teaching Speaking Based on ESP Material for EFL stated that EFL (English as Foreign Language) students in the class who are taught with listening skill must experience pre-teaching vocabulary as input process to develop their language competence. EFL students faced some obstacles to produce words, phrase and arrange them into good sentence to paragraph. Teaching speaking based on content-oriented input give the students ammunition to prepare their oral speech by treating pre-teach vocabulary. (Afna, 2018) in The Correlation Between Vocabulary and Speaking Skill stated that vocabulary affected the students who fluent in Speaking and influenced vocabulary acquisition. The students who mastery vocabulary about the topic makes their speaking more fluent and perform enjoyable to present in front of the class. Oya

Manalo and Greenwood suggest in (Oya et al., 2009) stated that the better vocabulary knowledge, the better oral performance production. They also claim that having good vocabulary knowledge is one of the essential components to gain fluency in speaking skill and elevate the language learners' confidence in their speaking skill. (Khan et al., 2018) stated that EFL students who are lacking vocabulary has influenced on EFL students' performance in listening, and conversation classes, and in expressing their ideas and feelings and especially in speaking skills. Teachers who teach EFL students have more obstacles to teach public speaking because the factor of limited vocabulary mastered by the students.

RESEARCH METHOD

This research acquire observation and data finding trough the score of stidents presentation week by week from the first week to the fourth week. The researchers observe public speaking assignment especially presentation in front of the class toward 20 Information Technology students in their first semester as participants. The data is taken from the presentation score fluency with the range 50 -70 with the classification based on the fluency of speech; 50 for poor presentation, 60 for moderate performance, 70 for good performance. The topic of the presentation is about Computer Hardware and The Functions, and another scoring is administered based on the stgaes of presentation from 10-30 based on the students' comprehend to the proper stages in a presentation there are three; introduction, body and conclusion then closing. The researcher administers some words or vocabulary which were mentioned by the students when they present it. The phases of this research are: Observation phase, data collection phase, data analysis phase, summary, and report phase. The method of pre-test and post-test researched by (Mutiarani & Rusiana, 2021) toward the students to stimulate the speaking ability by using speech video from social media platform like Youtube showed the effectiveness of stimulation to the students. The speaking ability is improved, the result show significant progress when compared

to pre-test result with after post-test result.

RESULT AND DISCUSSION

After observing for one month in the class of semester one as new students mjaored in Information Technology, the researcher found the result as this table below:

Table 1. The Development of Students' Presentation

INTRODUCTION STAGES	WEEK 1	WEEK 2	WEEK 3	WEEK 4
INTRODUCTION	20 %	75 %	85 %	100 %
BODY	65 %	70 %	95 %	100%
CLOSING	45 %	55 %	90 %	100%

The first week of presentation assignment, from 20 students administered, there are only 5 students started the presentation with good introduction; from greetings, introducing names and identity, expressing special acknowledgement like I'd like to thank someone after that sending signal to the audience that the presentation will give time for questions, discussions, or maybe critics and suggestions, then introducing defined topic in the next phase in introduction stage so the audience will get the clue what the presentation about like I'd like to present the Parts of Computer and the Functions. The body of the presentation was delivered by 13 students in moderate vocabulary. The proper closing of presentation was delivered by 9 students. After seeing the result of the first presentation those 20 participants, the researcher treated them with the feed of three stages in presentation and the vocabulary enrichment in every stage.

The second week of presentation, some improvement shown by the students. There are 15 students apply introduction stages in proper way. There are 14 students convey the body of the presentation in simple sentences, the improvement shown by some students who started to apply elaborate every point of computer part and the function in longer sentences and phrases. There are 11 students who closed the presentation by summarizing the point of the presentation and leave takings, the rest of the students just close it with leave takings

and still did not comprehend how to sum up the point of the presentation properly.

The third of the week the improvement shown by 17 students perform introduction stage in the presentation, 19 students elaborated the body of the presentation properly and 18 students perform the stage of the closing in proper way.

The fourth week, all the students comprehend the stages of presentation. The introduction stage was well delivered, the body of the presentation clearly elaborated in longer sentences and phrases. The closing stage was completely performed with sum up the points of the presentation and leave takings.

CONCLUSION

The observation was done to 20 participants, the participants are new students of Information Technology Faculty in University. The assignment of presentation assigned by the researcher was not well performed by those 20 participants. They were not able to present a topic given by the researcher in proper way. Then the students were treated with pre-teaching vocabulary and Useful Language for The Presentation by applying the article from UTS.EDU.AU that convey the fundamental stages of good presentation. There are three stages; the first is introduction stage, the second is content or body, the third stage is conclusion. The observation was done in four weeks. The first week the participants showed poor performance of presentation, most of them did not know how to deliver the presentation in proper stages from introduction, body to closing stages. The participants also present in very limited vocabulary, sentences and phrases. After treated with Useful Language for Presentation in every stage, the second week later, the participants showed better performance. Based on the table above, the third to the fourth week, the improvement showed much better and finally all the students comprehend the stages in presentation and more vocabulary, longer sentences and phrases applied in their presentation. It was concluded that by treating pre-teaching vocabulary and useful language in three stages of presentation, students will be able

to perform presentation properly from introduction, body to closing. The researcher recommend pre-teaching vocabulary and useful language in three fundamental stages of presentation to be introduced to the new students especially EFL students (English as Foreign Language). It was seen as essential because EFL students need to be enriched with related vocabulary, useful language used in every stage of presentation so they will be able to build the vocabulary into longer sentences, using phrases and perform it stage by stage from introduction, elaborate the body of the presentation to the summarize and leave takings in closing stage. Beside that, another supportive stimulations are also needed to reach EFL students' goal to improve speaking skills. Combining strategies are essential to support the students improving speaking ability (Ratnasari, 2020) stated there are five strategies such as code-switching, seeing the audiences as the statues, using google translate machines, making personal approaches to the English teacher and encouraging self. The point is, every stimulations are considered essential to support EFL students improving speaking ability. The most important of all stimulations is practice as (Suban, 2021) stated that practical activities like dialogues, survey, picture description, role plays, story telling and other practical activities should be maintained to keep speaking environment among the students.

DAFTAR PUSTAKA

- Afna, M. (2018). the Correlation Between Vocabulary and Speaking Skill. *JL3T (Journal of Linguistics Literature and Language Teaching)*, 4(1), 43–71. <https://doi.org/10.32505/jl3t.v4i1.750>
- Amelia, D., Afrianto, A., Samanik, S., Suprayogi, S., Pranoto, B. E., & Gulo, I. (2022). Improving Public Speaking Ability through Speech. *Journal of Social Sciences and Technology for Community Service (JSSTCS)*, 3(2), 322. <https://doi.org/10.33365/jsstcs.v3i2.2231>
- Khan, R., Radzuan, N., Shahbaz, M., Ibrahim, A., & Mustafa, G. (2018). The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners. *Arab World English Journal*, 9(1), 406–418. <https://doi.org/10.24093/awej/vol9no1.28>
- Mutiarani, & Rusiana, A. (2021). Stimulating students speaking using English speeches Youtube channel. *JALL (Journal of Applied Linguistics and Literacy)*, 5(2), 40–55.
- Oya, T., Manalo, E., & Greenwood, J. (2009). *The Influence of Language Contact and Vocabulary Knowledge on the Speaking Performance of Japanese Students of English*. 11–21.
- Ramadhani, P. (2017). Teaching Speaking Based on ESP (English for Specific Purpose) Material for EFL (English as Foreign Language) Students. *Pelita Informatika*, 6(1), 60–63.
- Ratnasari, A. G. (2020). EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering Department. *Journal of Foreign Language Teaching and Learning*, 5(1). <https://doi.org/10.18196/ftl.5145>
- Suban, T. S. (2021). Issn 2775-507x. *Lectio: Journal of Language and Language Teaching*, 1(1), 41–50.