

**THE USE OF ORAL REPORT ACTIVITIES TO IMPROVE NURSING STUDENT'S
SPEAKING ABILITY: A CLASSROOM ACTION RESEARCH AT STIKES
MERCUBAKTIJAYA PADANG**

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ABSTRACT

The earlier study of the research found that the main problem in the classroom were the students unable to produce the appropriate words to the meaning intended because of vocabulary lacking, understanding of English language structure, wrong pronouncing, shy to speech due to of fluency problem, and minimum idea or topic understanding. To solve the problem, oral report activities conducted in this research as the way to increase the student's comprehension, pronunciation, grammar, vocabulary and fluency aspects. The purpose of this research was to improve students' speaking ability Nursing Department of STIKes Mercubaktijaya at second year through oral report activities.

The research was done through classroom action research. Four meetings in each cycle from two cycles were implemented. The procedures were planning, implementing, observing, and reflecting.

The speaking test result from each cycle became data obtained. The result showed that the pre-test mean score was 1.96. In Cycle I, the mean score was 2.75 and in cycle II the score was 3.91. In speaking aspects, the improvements were comprehension 2.02, pronunciation 1.89, grammar 1.91, fluency 2.03, and vocabulary 1.95.

The result of the research describes that implementation of oral report activities can improve the students' speaking ability at STIKES Mercubaktijaya Padang.

Keywords: *oral report activity, speaking ability.*

INTRODUCTION

The four language skills (listening, reading, writing, and speaking) give much contribution for the learner to study English. Speaking is one of the most important skills to learn communication. It means that to reach the goal in communication, the learner will have chance to deliver their opinion, intention, hopes and viewpoints. In other words, speaking is the most frequently used language skills.

Oral report activities are useful for high school and university students to practice English language skills especially speaking. Fluency, vocabulary use, explaining concepts and so forth can be learned when they speak. In addition oral report activities give authentic communication because most of communication happens in real-life situation and provokes the students to speak. Thornbury (2005) states that knowledge gap can be bridged by using language. Therefore, the right communication class provides good activities for problem solving or collecting information by using language skills.

The problem occurs for students at STIKes Mercubaktijaya Padang. Since English subject has only two credits class, the students are difficult to learn speaking specifically. It makes the students have a little time to improve their communication skills. Therefore, the teachers have to do more effort to reach the student's competence in speaking skills. After studying from the field, the researcher took some conclusions which could be taken into action. The researcher found the problems in teaching speaking when applying activities in the classroom. The students were hardly difficult to answer the question. It happened because the student didn't get much of the lesson. The students were also speaking with much pause and got problem to get appropriate word while expressing the words. It was because of vocabulary problems. The problem was also found for teaching learning process. For joining classroom activities, only a few students were interested and enthusiastic. They didn't have much willingness to speak up. The last problem was the classroom situation. It was caused by the amount of the students in the class was quite big and it made the teacher was difficult to control the class activities efficiently.

Taking into the much benefit of developing speaking skills, it is important to determine the useful techniques and activities to be taken in the classroom which can motivate the learners to improve their skill. Celce-Murcia (2001) believes that oral report presentation an activity which improves student's speaking skills. Oral report activities can also acquire English structures used in their oral presentation. As stated by Girard, Pinar and Trapp (2011) that oral report' presentations increase students' interest in learning English and allows students to interact and participate more in the classroom. It hopes that their motivation to communicate in the class will increase.

In preparing oral report activities, a student's approach will vary somewhat depending on whether it must be delivered without notes or with notes. If the report has to be memorized, more practice will likely be required. However, if the student may speak from note cards or an outline as a guide line should be prepared before presentation. Luoma (2004) states that one way

through which language learners can improve their speaking skill is guided oral activities. This type of oral presentation may help teachers in working with lower level classes and high level classes. It allows the students to engage in a cooperative task that requires them to use English to explain their ideas and to negotiate meaning with a larger community of language learners while they are planning and practicing their presentation (Apple, 2006). By guided oral report activities, the students are able to deliver their ideas accordingly and orderly with all level class.

The implementation of oral report activities in effort to improve the student's speaking skill has been investigated by several researchers in some areas. First, Marzuki (2017) conducted the research to see the student's speaking skill when they do the Oral Report Activities about the material taught in the class. It was done by a classroom action research to EFL students. It showed that the students' confidence, accuracy and fluency while presenting the oral report are increased after given three kinds of text before oral report presentation. In this research, the researcher wanted to see some components of speaking skills for the students in university level.

Another research conducted by Wojtowicz (2017) to see how oral report presentation in extensive reading class can enhance the student's spoken fluency. A classroom practice was done where a prepared oral book report was designed and used to strengthen student's spoken output performance, speaking confidence and oral fluency. He practiced this technique toward EFL classes and courses through Asia. The result showed that oral report activity in extensive reading class was not only increases enjoyment and improvement of reading but also successfully enhances student's self-improvement in spoken output performance, speaking confidence, and oral fluency. This research conducted for the students in university level in speaking skill, and this research not only used oral report activity but also information gap activity.

It can be concluded oral report activities is the communication practice enable them to have a brave as they way to stimulate them to speak furthermore, oral report activities is also communicative practice with one person has to present the information in front of the class communicatively what he/she has learned. Here, the teacher can check the comprehension, grammar, vocabulary used, fluency, and pronunciation while delivering the information.

Considering the explanation above, the research was conducted to know whether oral report activities could improve the student's speaking ability of the fourth semester in Nursing Department of STIKes Mercubaktijaya Padang in 2021/ 2022 academic year. By doing the activities what student's aspects of speaking was improved. This university was chosen because of lack of research in speaking class for Nursing and as the way for the researcher to increase their student speaking ability.

METHOD

Classroom action research was taken in this research. The researcher collaborated with the teachers. According to Suharsimi *et al* (2008:57), classroom action research is a research that is done by a teacher, collaborate with the researcher (or a teacher, itself as a researcher) in a class or in a school that the teacher teaches to improve process and practice learning. In this research,

there were stages which could reflect the action process. Four steps as proposed by Kemmis and McTaggart (in Burns, 2010: 7-8), they are planning, implementing, observation and reflecting.

Two cycles which consisted of 4 meeting for each cycles and one meeting for post test were done. The students of the second grade of Nursing Department of STIKes Mercubaktijaya Padang were the participants. They were 56 students in total. The test from pre-test, post test I and post test II were analyzed. In order to see the improvement, the data were analyzed to find the mean' score of each test. To know whether the student had improvement, the researcher had to score the performance based on the guideline. The scoring rubric was done to know the student's speaking performances using a scoring rubric proposed by Brown (2004). To classify the students' score, there were classifications for it which is based on the rubric score. Then, the researcher tried to group their mark into categories whether they were pass or fail in the test as shown in the table below.

The Equivalent Pre-test Score

Grade	Minimum Score	Maximum Score	Category
A	4	5	Pass
A-	3,80	3,99	Pass
B+	3,60	3,799	Pass
B	3,40	3,599	Pass
B-	3,20	3,399	Pass
C+	3,05	3,099	Pass
C	2,80	3,049	Fail
D	2,05	2,799	Fail
E	00	2,049	Fail

The minimum passing score is 3,0

RESEARCH FINDING

Two cycles was implemented in this research. The implementation of the cycles was presented in table below.

The Implementation of Oral Report Activities in Cycle I and Cycle II

Meeting	Cycle I	Cycle II
1.	The students wanted to study speaking but still difficult to follow the instruction of the activities A few students were confused what to do and what to say about	More ready to follow the activities. Teaching the students how to give the information in front of the audience or pair. The students seemed know the rules of the activities well. Giving clear instructions and checked their

	<p>activities. Taking too long in one step activity and short time for doing report activities. Many mistakes in pronunciation</p>	<p>understanding. Giving more time to practice.</p>
2.	<p>Engaged in the oral report activities. Giving clear instruction to the students before doing the activities. Making time allotment for teaching learning process. Some mistakes in grammar, pronunciation and fluency especially while doing oral report activities</p>	<p>Had more enthusiastic and felt more interested after giving guidelines at oral report activities.</p>
3.	<p>Have been familiar with the activities oral report activities. Giving more clear instruction to the students Making more efficient in time allotment Some scrambled point information in delivering information through oral report activities. Still some mistakes like grammar, pronunciation, topic understanding, vocabulary, and fluency.</p>	<p>Almost of the students were actively involved during the activities. They had more confidence while doing oral report activities</p>
4.	<p>More ready to follow the activities because they have been familiar with them. Giving more instruction to the students before coming to the activities Giving practicing before doing the activities and checking their understanding of the topic, grammar, vocabulary,</p>	<p>The whole class could do the activities well and felt confidence when presenting the oral report activities since they were guided by some guidelines.</p>

	pronunciation	
5.	<p>Giving post test I for oral report activities</p> <p>Interpreting the result.</p> <p>Making reflection;</p> <p>Some students were already active and familiar with activities. Need more controlled of the class since the class was big and reflected the students' mistake</p> <p>Oral report activities: stressing on the students comprehension, pronunciation, grammar, vocabulary. Giving more time to practice before activities.</p>	<p>Giving Post test II for oral report activities</p> <p>Interpreting the result</p> <p>Making reflection:</p> <p>The activities were successful to increase the students' speaking ability</p>
	<p>Revised Planning: applying guidelines oral report activities to stimulate the students in delivering the information, more confidence to communicate</p>	<p>The cycles were successful and finished</p>

The finding showed through cycles the speaking performance was improved. In cycle 1, the students were still confused what to do with the activities especially when they performed the information through oral report. Only a few students could deliver the information well. Many of them was not really mastering yet of speaking performance such as comprehension, grammar, vocabulary, pronunciation and fluency. However, in cycle II, there was modification to the procedure of the activities. The researcher inserted the guided report or guideline for students to present the information in oral report activities. The researcher helped the students to deliver the information by guided report. As a result, their ability was improved especially in comprehension and fluency aspects. Most of them could deliver their information in the right way and improved all aspects of speaking assessment.

a. The Result of Oral Report Activities

The implementation of oral report could improve the student's speaking ability from pre test to post test I and post test II. In the pre test, the mean score was 1.96 which only 3 students passed the test. The table below shows the frequency of the data distribution of the students in oral report test pre test.

The Frequency of Data Distribution Pre-Test Score

Interval Score	Frequency of Pre-test	Percentage	Grade
4 - 5	0	0	A
3,8 – 3,9	0	0	A-
3,6 – 3,799	0	0	B+
3,4 – 3,599	2	4	B
3,2 – 3,399	0	0	B-
3,05 – 3,099	1	2	C+
2,8 – 3,049	4	7	C
2,05 – 2,799	16	29	D
0 – 2,0495	33	59	E
TOTAL	56	100	

The table shows the frequency of data distribution of the students' pre-test score. 53 students were below 3.05.

The table below shows the frequency of the data distribution of the students in oral report activities post test I.

The Frequency of Data Distribution Post-test I Score

Interval Score	Frequency of Post-test I	Percentage	Grade
4 - 5	3	5	A
3,8 – 3,9	2	4	A-
3,6 – 3,799	4	7	B+
3,4 – 3,599	1	2	B
3,2 – 3,399	4	7	B-
3,05 – 3,099	6	11	C+
2,8 – 3,049	7	11	C
2,05 – 2,799	26	46	D
0 – 2,0495	4	7	E
TOTAL	56	100	

The table shows the frequency of data distribution of the students' pre-test score. 37 students were below 3.05.

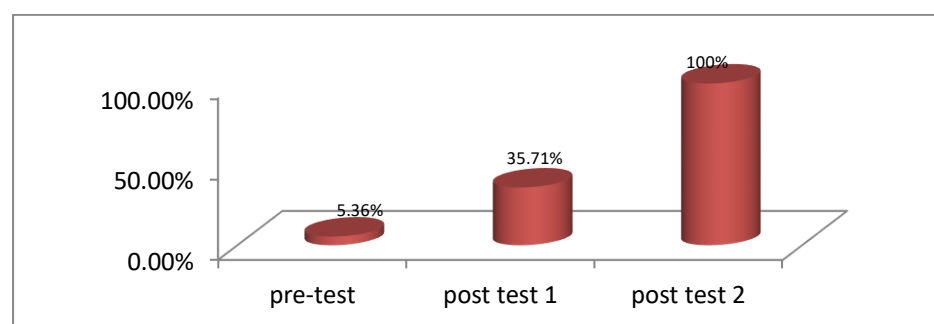
The table below shows the frequency of post test II, the mean score was 4.0 which 56 students passed the test the data distribution of the students in oral report activities post test II.

The Frequency of Data Distribution of post test II Score

Interval Score	Frequency of Post-test 2	Percentage	Grade
4 - 5	31	55	A
3,8 – 3,9	10	18	A-
3,6 – 3,799	11	20	B+
3,4 – 3,599	3	5	B
3,2 – 3,399	0	0	B-
3,05 – 3,099	1	2	C+
2,8 – 3,049	0	0	C
2,05- 2,799	0	0	D
0 – 2,0495	0	0	E
TOTAL	56	100	

The table shows the frequency of data distribution of the students' post test II score in percentage. All of the students or 100 % of the students were above 3.05. To see the improvement in the percentage of each test, the figure below could show it.

The Percentage for Each Test



The figure shows that the percentage of the passing student from pre-test to post test I and post test II. The percentage was 5.36%, 35.71%, and 100%.

b. The Improvement of Students' Speaking Aspects in Oral Report Activities

The improvement of the students' speaking aspects through oral report can be seen in the following table:

	The Student Score			Improvement Score		
	Pre-test	Post-test 1	Post-test 2	Pre-post 1	P1-P2	Pre-P2
Comprehension	2.04	2.82	4.06	0.78	1.24	2.02
Pronunciation	2.01	2.7	3.9	0.69	1.20	1.89
Grammar	1.94	2.72	3.85	0.78	1.13	1.91
Fluency	1.97	2.78	4	0.81	1.22	2.03
Vocabulary	1.84	2.73	3.79	0.89	1.06	1.95

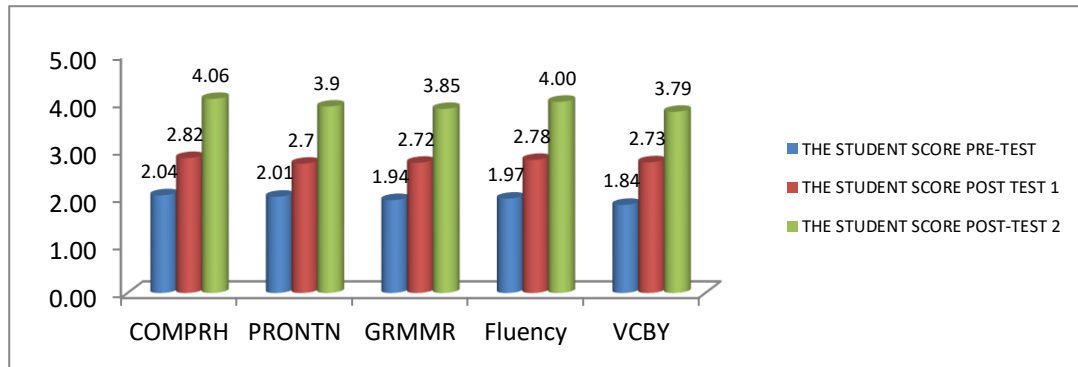
The table above shows the implementation of oral activities improves the students' speaking aspects in comprehension, pronunciation, grammar, vocabulary, and fluency from pre-test to post test I in cycle I and post test II in cycle II. It shows that cycle II is the highest among the cycle I and pre test. In pre-test, the highest score is comprehension for 2.04, then pronunciation for 2.01, fluency for 1.97, grammar for 1.97, and vocabulary for 1.84, and. The lowest aspects are grammar and vocabulary.

In cycle I (post test I), comprehension and fluency are the highest that is 2.82 for comprehension and 2.78 for fluency. Then, vocabulary is 2.73, grammar is 2.72 and pronunciation is 2.70. From pre test to Post test I (cycle I), it indicates that the highest improvements are fluency and vocabulary which is 0.81 and 0.89 for vocabulary. Meanwhile, comprehension is 0.78, grammar is 0.78, and pronunciation is 0.69.

In cycle II (post test II), the highest scores are fluency and comprehension for 4.06 and 4.00, pronunciation for 3.90, grammar is for 3.85, and vocabulary is for 3.79. It indicates that the highest improvements from post test I to post test II are fluency and comprehension which is 1.22 for fluency and 2.24 for comprehension, then for pronunciation is 1.20, for grammar is 1.13, and for vocabulary is 1.06. It can also indicate the improvement from pre-test to post test which the highest improvement is fluency for 2.02, then comprehension for 2.02, vocabulary for 1.95, grammar for 1.91 and pronunciation for 1.89.

To see the improvement of speaking aspects dealing to the implementation of Oral report activities, look at the following chart:

The Figure of the Improvement of Speaking Aspects of Oral report activities



The chart above shows that score of students' speaking aspect in pre test from the lowest to the highest scores are vocabulary (1.84), grammar (1.94), fluency (1.97), pronunciation (2.01), and comprehension (2.04). In Post test I (cycle I) the score levels are pronunciation (2.70), grammar (2.72), vocabulary (2.73), fluency (2.78), and comprehension (2.82). In post II (cycle II), the score levels are vocabulary (3.79) grammar (3.85), pronunciation (3.90), fluency (4.00), and comprehension (4.06). Therefore, the implementation of oral report activities improves the students' speaking ability in aspects of fluency and comprehension since the improvement is higher than other aspects.

DISCUSSION

The use of oral report activities was purposely done to increase the students' speaking ability. After the treatment was done in Cycle II and the post test II was conducted, the result showed that there were improvements of the student speaking ability. The oral report activities were able to increase their score in speaking. It happened because they had got better understanding about the topic that they would deliver the information to the audience in front of the class or pair. The information was the same like what they got in the information gap activities. Therefore, the information was delivered into oral report. They presented the same topic or the same information. The students' comprehension of the topic would make the student felt confidence to present it into oral report activities. As stated by Laili (2015) that oral report presentation is effective to improve students' speaking ability. In her classroom action research, she found that oral report were able to enhance their student confidence to speak in front of their friends.

Another reason for why oral report activities could improve the students' speaking ability was guideline of the presentation. Before the students would present their presentation in front of the classroom or pair, the teacher had already put the guidelines on the board which consisted of the parts of the presentation. The students were given guide lines how to open the oral report, how to tell the main part of information, and how to close the oral report activities. It would be like a handout for them. As result, the students' fluency increased while doing oral report activities. Apple (2006) mentioned that guided oral presentations allow the students to

engage in a cooperative task that requires them to use English to explain their ideas and to negotiate meaning with a large community of language learners.

The implementation of oral report activities in cycle II were given after the material or topic explained was finished. The students were asked to report the information that they got from it. The students were given guide line how to open the oral report, how to tell the main information, and how to close the oral report presentation. The researcher marked the students Post test II together with the collaborator. Their confidences to speak also increased when they presented their oral activities. It could be proved by their comprehension and fluency score. The two speaking aspects were better improvement than pronunciation, vocabulary and grammar. It happened because Oral report activities in once gave better comprehension and fluency and the strategies were success to motivate the students to speak in front of the audiences. It meant that the information that they got was continued into oral report activities. The repetition made their comprehension and fluency increased. In line to Skehan, Bei, Li, & Wang (2012) since task repetition has a profound effect on spoken output performance, the students can better improve their oral fluency by performing their speaking task on spoken output performance. Therefore, the students subsequently gave their oral reports.

Another reason was that by giving the guidelines for final test in post test II seemed taking the students' confidence to present their task in front of the class. The student understood how to deliver the topic in front of the class. Luoma (2004) mentions that guided oral activity is one way which learner can improve their speaking skill. Marzuki (2017) also conducted the research to see the speaking skill when they do oral report. He found that the students' confidence, accuracy and fluency were increased while presenting oral report activities. In conclusion, by implementing oral report activities in once occasion of teaching learning activities could improve the students' speaking ability in aspects of comprehension, pronunciation, grammar, vocabulary and fluency. The most significant improvement was comprehension and fluency.

CONCLUSION

The result of this research indicates that the implementation of oral report activities in effort to improve the student's speaking ability was successful. The activities gave improvement from pre test to post test. It had been proven that oral report activities score from pre test could increase in post test I and more in post test II. In short, the implementation of oral report activities to improve the students' speaking ability was successful because the students were given chance to deliver the information that they had got in the previous activities and it would bring better comprehension. The fluency became better because they were given guidelines before the students gave a chance to present the topic in front of the class.

Besides, the implementation of oral report activities in the same topic or meeting could bring the student's speaking ability improved in aspects comprehension, pronunciation, grammar, fluency and vocabulary. The student's better understanding of the topic was

improved when the student had to report the information that they got in the lesson. By inserting the guided report in oral report activities could improve the student's comprehension and fluency. These two aspects were better than others such as grammar, vocabulary and pronunciation.

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Untuk Melaksanakan Publikasi Penelitian Dengan Judul **"The Use of Oral Report Activity to Improve Nursing Student's Speaking Ability: A Classroom Research at STIKes Mercubaktijaya Padang"** yang akan Publish Pada Bulan Agustus 2022 di Repositori STIKes Mercubaktijaya Padang

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Padang, 23 Agustus 2022

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