

**THE INFLUENCE OF USING MULTIMEDIA POWER POINT
TOWARDS STUDENTS' SPEAKING FLUENCY AT THE
FIRST SEMESTER OF TENTH GRADE OF MA
MATHLA'UL ANWAR NAPAL TANGGAMUS
IN THE ACADEMIC YEAR OF 2021/2022**



**(An Undergraduate Thesis)
Submitted as a Partial Fulfillment of Requirements
for S1-Degree**

By

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ABSTARCT

The purpose of this research was to know whether there was a significant influence of using multimedia PowerPoint towards students' Speaking Fluency at tenth grade students' of MA Mathla'ul Anwar Napal in the academic year 2021/2022. Based on the preliminary research it showed the students' speaking at the tenth grade of MA Mathla'ul Anwar Napal, Tanggamus were still low. It could be seen from the students' speaking score which shows that there were 79% of the students who got score under the criteria of minimum mastery learning. The criteria minimum mastery learning in MA Mathla'ul Anwar Napal, Tanggamus was 70.

The research methodology of this research was quasi-experimental design. The sample of this research was chosen by using cluster random sampling. There were two classes as the sample of this research, X IPS 1 as the experimental class and X IPS 2 as the control class. The multimedia PowerPoint was applied in the experimental class while the textbook was applied in the control class. The treatment was conducted in three meetings for each class. the instrument used in this research was oral presentation test. The data of the research were collected through pre-test and post-test. The instrument was given in pre-test and post-test. The pre-test was given before treatment to both classes, while the post-test was given after the treatment. The data collected from pre-test and post-test was analyzed by using independent sample t test through SPSS.

After analyzing the data, it was found that the result P-value (Sig.) or Sig. (2-tailed) = 0.00 and $\alpha = 0.05$. It meant that H_1 was accepted. It could be concluded that there was significant influence of using Multimedia PowerPoint towards students' Speaking Fluency at the first semester of the Tenth grade of MA MATHLA'UL ANWAR NAPAL in the academic year of 2021/2022.

Keywords: *Multimedia PowerPoint, Quasi-Experimental Design, Speaking Fluency.*

DECLARATION

I hereby state the thesis entitled “The influence of Using Multimedia PowerPoint towards students’ Speaking Fluency at the First Semester of Tenth grade of MA MATHLA’UL ANWAR NAPAL TANGGAMUS in the academic year 2021/2022” is completely my own work. I am fully aware that I have quoted some statements and theory sources and they are properly acknowledgment in the text.

Bandar Lampung, 2022.

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FLUENCY AT THE FIRST SEMESTER
OF TENTH GRADE OF MA MATHLA'UL
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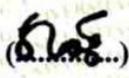
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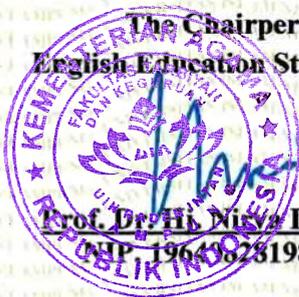
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MOTTO

وَيُكَلِّمُ النَّاسَ فِي الْمَهْدِ وَكَهْلًا وَمِنَ الصَّالِحِينَ (٤٦)

“He will speak to the people in the cradle and when they will grow old, they become righteous”.¹

(Ali Imran: 46)

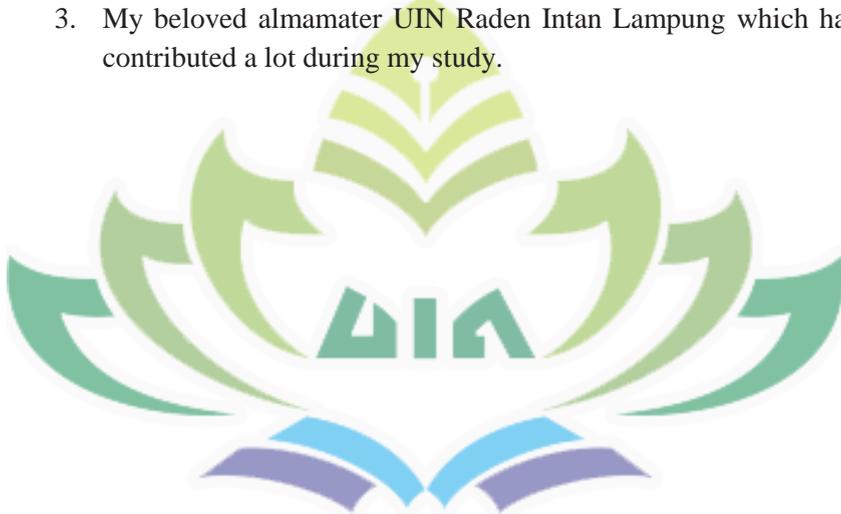


¹ Abdullah Yusuf 'Ali, *The Holy Qur'an Arabic Text with English Translation*, New Johar Offset Printers, India, 2006, p.57

DEDICATION

This thesis is dedicated to everyone who supports and cares me. I would like to dedicate this thesis to:

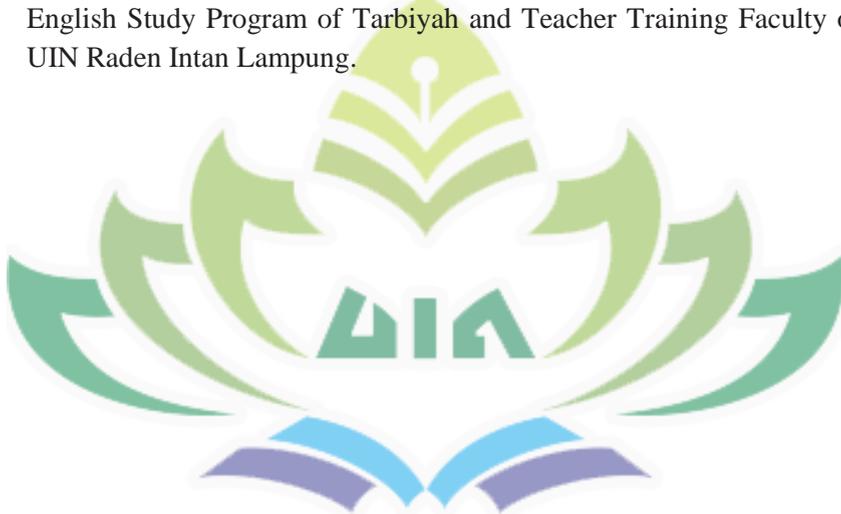
1. My beloved parents, Mr. Mifdalul and Mrs. Rohaida who always pray, support, and lead me morally and materially to achieve my study.
2. My beloved sister Mrs Alisasartika, S.H.I who becomes my inspiration to be successful man and my young sister Annisa Ulfa who motivate me to finish my study as soon as possible. Thank you for always support me.
3. My beloved almamater UIN Raden Intan Lampung which had contributed a lot during my study.



CURRICULUM VITAE

The name of researcher is Aji Wahyudi. He was born in Napal on October, 31th 1997. He is the second son of Mr. Mifdalul and Mrs. Rohaida. He has an elder sister, Alisasartika, S.H.I. and a younger sister, Annisa Ulfa.

The researcher began his school at SD N 1 Napal in 2004 and he graduated in 2010. In the same year he continued his study to SMP N 1 Bulok and finished in 2013. At that year he continued at SMA N 1 Ambarawa and graduated in 2016. After finishing his study in Senior High School, in the same year he registered to become the student of English Study Program of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.



ACKNOWLEDGEMENT

Bismillahirrohamnirrohim,

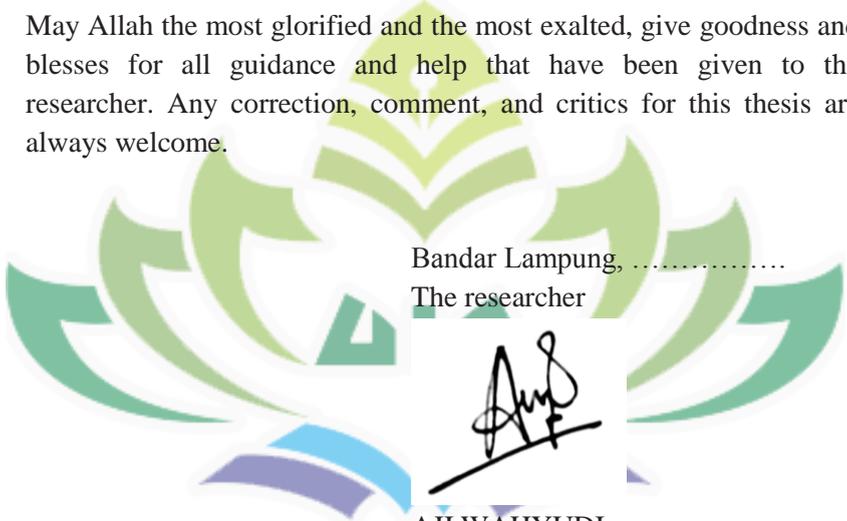
Alhamdulillahirrobbil'alamin, Praise to Allah the most merciful, the almighty God, for blessing the researcher to finish this thesis. The *sholawat* be to our prophet Muhammad SAW be upon him, with his family and followers. This thesis entitled "The influence of Using Multimedia PowerPoint towards students' Speaking Fluency at first semester of tenth grade of MA MATHLA'UL ANWAR NAPAL TANGGAMUS in the academic year 2021/2022" is submitted as compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, the State of Islamic Studies (UIN) Raden Intan Lampung. Without help, support, and encouragement from several persons and institutions, this thesis would not come into existence. Therefore, the researcher would sincerely thank to:

1. Prof. Dr. Hj. Nirva Diana, M. Pd as the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung and the staff who have given an opportunity and help the researcher when ongoing the study until the accomplishment of this thesis.
2. Meisuri, M. Pd, the chairperson of the English Education Study Program of UIN Raden Intan Lampung who has given help to complete this thesis.
3. Dewi Kurniawati, M. Pd, the advisor as well guided and helped the researcher to finish the thesis.
4. Sayid Wijaya M. Pd, the great Co-Advisor who always patiently guided, and spend countless time that has given to finis this undergraduate thesis.
5. The excellent lecturers of English Education Study Program of UIN Raden Intan Lampung.
6. The headmaster, teachers, and students of MA MATHLA'UL ANWAR NAPAL TANGGAMUS. Thank you for giving the

contribution the researcher was conducting the research at the school.

7. My beloved family who always give motivations, prays, and supports, on completing this undergraduate thesis.
8. My beloved friends M. Fadly Sandhy, S.Pd., Farah Mulyati, S.Pd., Amar Sidik, S.E. Titik Nur Hasanah, S.Pd., Tri Putri Setia Dinda Sera, S.Pd. Kinanti wulandari, S.Pd. who always motivate the researcher to finished this undergraduate thesis.
9. My beloved friends in the English Students Study Program 2016 especially PBI-B could be mentioned one by one. Thanks for advices, supports, and everything

May Allah the most glorified and the most exalted, give goodness and blesses for all guidance and help that have been given to the researcher. Any correction, comment, and critics for this thesis are always welcome.



Bandar Lampung,

The researcher



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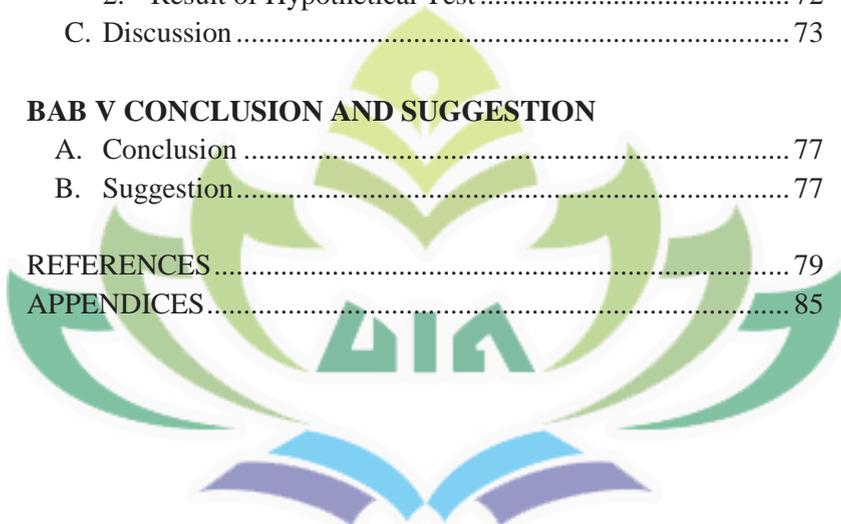
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Communication is needed among people in this world. We have the language to interact with other communities. One of the forms of language that can bunch the interaction of people in the world is English. English has become more important in the world because it is an international language.

English is an international language used as a tool for communication with other people in this world. The people would understand what they talk about through language. Language could help people to show their thinking, feelings or ideas in communication. It means that we have to learn how to speak well teachers, friend, and other, because speaking is one of the skills that everyone should have.

Speaking is a way to talk to someone about something.¹ It means speaking is a person's way of conveying information through an intermediary voice. Fulcher stated that speaking is the verbal use of language to communicate with other. People put the ideas into words, talking about perception or feelings that they want other people to understand them. The listener tries to reconstruct the perceptions that they are mean to be understood.² So, it can be concluded that in communication the people want to be understood by putting their perception into some words. Thornbury defined that speaking is a speech production that becomes a part of our daily activities.³ It can be concluded that speaking is a production or speaking tool that we can use in our daily activities.

¹ Jawara Andra Patra. *Improving students speaking fluency through picture narrative strategy* (Sumatra Utara: Universitas Sumatera Utara, 2018), 2.

² Fulcher G. 2003, *Testing Second Language Speaking* (New York, Longman), 23.

³ Scoot Thornbury, *how to Teach Speaking*. (United State of America: Longman Methodology, 2005), 8.

Based on the experts' definitions about speaking, it can be said that speaking stands as a vital part of learning English because speaking has many functions in our daily life. Some of these are the first function is a tool to communicate with other people to know what they want and as a tool to share their feelings, and also to share our feelings in order other people understand what we want. Finally, it can be concluded that speaking becomes a natural need as a human.

Speaking is one of the language skills that must be mastered by the students. In speaking activities, students must know what they will talk about. Thornbury in Intan said that the speakers have to know the knowledge. Speaking without knowledge just makes you look like joking and making the speaker cannot say anything. The kinds of knowledge that speaker brings to the one of skill of speaking are linguistic knowledge, background knowledge of topic and culture, discourse knowledge, speech act knowledge, and knowledge of grammar, vocabulary and phonology.⁴

Unfortunately, speaking is considered as one of the difficult skills among the other four skills. Tuan and Mai also stated that the first inhibition is students often feel not confident when they try to speak in foreign language. They are afraid to make errors in speaking, get bad comments, or feel embarrassed and scared when people are looking at them while they talk. Most of students will be very proud when they can speak the language fluently.⁵ Unfortunately, most of them show anxieties when they use the target language to communicate with others.

In addition, in Indonesia English is a foreign language and is taught as a subject at some school from students from Junior High School to University. Students should be able to

⁴ Meilani Intan, *the influence of students' participation in English club and their speaking fluency at SMK ibnu taimiyah pekanbaru* (Skripsi: UIN Sultan Syarif Kasim Riau, 2018), 16.

⁵ Tuan and Mai, "Factors affecting students' speaking performance at Le Thanh Hien High School, Asian Journal of Educational Research, Vol. 3, No.2, (2015), 10. ISSN 2311-6080

communicate with others to get or to share information or to express what they feel. However, speaking English for most Indonesian students is very challenging in terms of bravery to speak language to their English teachers and the English native speakers. Some barriers may demotivate students in speaking, such as lack of confidence, anxiety, difficult of expressing sentences appropriately, and some other problems.

Beside, many researchers found that the students had various problems in speaking. According to Hadijah in her research that most of students who joined her program did not use English when communicating. They used Bahasa Indonesia and their local language than English when they were lacking in speaking ability, and they did not have confidence in speaking English.⁶ As a teacher role, it is essential to improve the students' speaking ability by motivating the importance of English for global communication. Indeed, the students would interest and try to overcome their problems faced in English speaking skill.

Learning to speak fluently and accurately is one of the greatest challenges for all learners. This is because to be able to speak fluently, students have to speak and think at the same time. As students speak, students have to monitor output and correct any mistakes, as well as planning for what they are going to say next. To be able to speak fluently in a foreign language requires a lot of practice. Speaking practice starts with practicing and drilling set phrases and repeating models. A great deal of time in language classroom is often spent of these repetitive exercises. Speaking practice, however, can also mean communicating with others in situations where spontaneous contributions are required. Fluent speakers will also have to learn arrange of other things such as what is appropriate to say in certain situations, how to manage conversations, and how to interrupt and offer their own contributions. It is a difficult and lengthy process to master all these sub-skills.

⁶ Sitti Hadijah, "investigating the problems of English speaking of the students of islamic boarding school program at STAIN Samarinda, Vol 14, No. 2, (2014), 245.

Louma mentioned the definition about fluency. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.⁷ And nowadays, the definition of fluency itself closer to simple definition of the term in applied linguistics also seem to share at least one feature resembling.

Based on the result of an interview as a preliminary research held on July 13th 2020, the English teacher, who has been teaching English for four years in MA Mathlul Anwar Napal, Tanggamus, Mrs Meliyana S. Pd said that students got some problems in speaking especially in the speaking fluency because they hesitated to speak English and lack of vocabulary. She added that in teaching English, she only used printed book and asked the students to listen to her explanation then try to understand about the material, and last, the students have to retell the material to make sure their understanding yet in a reality this media cannot help the students improving their speaking fluency. It can be seen from students' speaking fluency scores.⁸ Almost all of the students' scores were lower than 68. It can be seen on table 1 below.

Table 1.1

The students' English in speaking Score at MA Mathlul Anwar Napal, Tanggamus in the Academic Year of 2021/2022

Standards of Scoring	Range of Score	Classes			Percentage
		X IPS A	X IPS B	X IPS C	
Excellent	100-90	0	0	0	0%

⁷ Luoma Sar., *Assesing Speaking* (Cambridge: Cambridge University, 2004), 60.

⁸ Meli, Interview to English Teacher of MA Mathlul Anwar Napal Tanggamus, on July 13th 2020, Unpublished

Very Good	89-80	1	2	1	6%
Good	79-70	4	4	3	15%
Fair	69-60	7	8	8	32%
Fail	≤59	11	12	11	47%
Total		23	26	23	100%

Source: English teacher's document of MA Mathlaul Anwar Napal Tanggamus in the Academic Year of 2021/2022.

Based on the table criteria by Brown, it can be seen that achievement of students speaking ability from The English Teacher MA Mathlaul Anwar Napal, there are some problems in learning speaking because the number of students who got scores above criteria was 21% while the number of students who got score under criteria was 79%. It could be inferred that the achievement of students in learning speaking is low because there are many students got the score under criteria that was 57 students and only 15 students got the score above criteria.

In addition, the researcher also gave a questionnaire to the students at the tenth grade of social class as the representative class from 3 classes in tenth grade at MA Mathlaul Anwar to know the students' necessity and problems. The result of questionnaire given to the students can be seen in appendix 2. The result of the questionnaire showed that the problems were that students had difficulty speaking English because they were confused about how to express their abilities in front of the class and there were students who were less interested in speaking English due to the monotonous media that the teacher used.⁹

After interviewing the English teacher and giving a questionnaire to the students, the students seemed to have difficulties in expressing their ideas without the help of media as reference. They tended to hesitate and used lot of pauses when constructing sentences.

⁹ Document of MA Mathlaul Anwar Napal Tanggamus in the Academic Year of 2020/2021, Unpublished

The problems above indicated that there must have been several multimedia that should have been used by the teachers to stimulate students' oral communication practice. One of media is multimedia power point. Ospitia at.al said that the implementation of PowerPoint projects brought an addition value to the class; students participated in the planning and organization of topics and presentations. They also had to prepare their speech based on some questions designed by themselves and the teacher through collaborative work. Their presentations were completely visual and contained bullet points as guides. Students were able to express the information and answer the questions with self-confidence supported by interactive presentations that showed them whether the answers were correct or incorrect. The idea of an interactive EFL presentation is to make the development of students' speech more interesting and attractive to reach the goal of improving their fluency and self-confidence.¹⁰ Furthermore, Dodi said in his journal, he believed that making oral presentations using multimedia presentation by making an attractive presentation using power point was easy to them and students demonstrate some improvements especially eye contact, facial expression, gesture, and in speaking skills such as fluency and accuracy.¹¹

Suyanto in Kurniawati and Nita stated that multimedia is the use of computers to create and combine text, graphics, audio, moving images (video and animation) by combining links and tools which allow the user to do navigate, interact, create, and communicate.¹² From that statement, it can be summarized that multimedia is the use of computers to create and combine possible

¹⁰ Ospitia at.al "Speaking skill development through the implementation of multimedia projects", No. 12, Gist Education and Learning journal, (2016), 12. ISSN 1692-5777.

¹¹ Dodi, "The effectiveness of multimedia presentation in improving students' speaking skills", Vol. 2, ELTLT Conference Proceedings, (2013), 157. ISBN 978-602-19638-5-2.

¹² Inung Diah Kurniawati and Sekreningsih Nita. *Media pembelajaran berbasis multimedia interaktif untuk meningkatkan pemahaman konsep mahasiswa*, Vol. 1 (Skripsi: Universitas Teknik Madiun, 2018), 68. <http://doi.org/10.25273/doubleclick.v1i2.1540>.

links and tools to interact, create, and communicate. Furthermore, Musyahid in Oki said that power point is a presentation computer program developed by Microsoft. This application is very widely used especially by offices, educators, students, health workers and trainers.¹³ According to Seto, power point is software specifically designed to be able to display multimedia programs attractively, easy to manufacture, easy to use and relatively inexpensive, because it doesn't require raw materials other than tools for data storage.¹⁴ Furthermore, Imam and Dian said that PowerPoint presentation is a computer-software program that facilitates learners to learn creatively and interactively.¹⁵ From those statements, the researcher construed PowerPoint as a computer presentation program developed by Microsoft. Power point is designed specifically to be able to display multimedia that is attractive and easy to use so that power points are often used among students, educators, employees and others.

There have been many studies related to power point and speaking. Here are the eight previous researches employed in this research, they are:

The first research was conducted by Iin in 2018 entitled "*The use of multimedia power point to improve students' speaking skills at the eleventh grade of SMA N 1 Air Joman*" The result showed that there was development on the students speaking skill because that different score between pre-test and post-test.¹⁶

The second research was conducted by Imam and Dian 2015 entitled "*Developing students' Speaking ability Throught*

¹³Oki Nurhidayat, at.al. *Perbandingan media power point dengan flipchart dalam meningkatkan pengetahuan kesehatan gigi dan mulut* (Skripsi: Universitas Negeri Semarang, 2012), 33.

¹⁴Tejo Nurseto, *Membuat media pembelajaran yang menarik* Vol. 8, Yogyakarta: Fakultas Ekonomi Universitas Yogyakarta, (2011), 31. <https://doi.org/10.21831/jep.v8i1.706>.

¹⁵Imam Fauzi & Dian Hanifah. *Developing Students' Speaking Ability Through Power Point Persentation*, (Skripsi: Banten Islamic University, 2015), 32.

¹⁶ Iin Sundari. *The use of Multimedia Power Point to Improve Students' Speaking Skills* (Skripsi: State Islamic University of North Sumatera, 2018), 2.

Power Point Presentation” The result in this research showed that there was improvement of active learning in the teaching and learning process of nursing class of the students. They got score from the cycle 1,2,3 the students score continued to increase. It means that using multimedia power point can improve students speaking ability.¹⁷

The third research conducted by Aziz and Dewi 2020 named “*The use of power point as media of language teaching on students’ speaking skill*” The result showed that post-test frequency was higher than pre-test frequency by compering median 12.6> 12.2. It means that PowerPoint provides video, audio, animation and slideshow can improve students’ speaking skills.¹⁸

The fourth research was conducted by Letty at.al. in 2016 with the title “*speaking skill development through the implementation of multimedia project*” The results in this research suggested the majority of students to become highly engaged in communicative situation which allow them to improve their limited language proficiency. They got score by giving an initial diagnosis and a final development test, a focus group interview, participants’ observation and students’ artifacts derived from podcast, video and power point projects. It means that using multimedia projects can develop students speaking skill.¹⁹

The fifth research was conducted by Ampa et.al named “*The implementation of multimedia learning materialsin teaching English speaking skill*” This research was indicated by the comparison between t-test>t-table for groups I, II, III

¹⁷ Imam Fauzi & Dian Hanifah. *Developing Students’ Speaking Ability Through Power Point Persentation*, (Skripsi: Banten Islamic University, 2015), 30.

¹⁸Imam Nur aziz and Yuli ani setyo dewi. *The use of power point as media of language teaching on students’ speaking skill*, Vol. 8 Gresik, Institut KeislamanAbdullah Faqih Gresik, Indonesia and Sekolah Tinggi Ilmu Tarbiyah NU Al-Hikmah Mojokerto, Indonesia, (2020), 344. <https://doi.org/10.18510/hssr.2020.8145>.

¹⁹Letty at.al. “*speaking skill development through the implementation of multimedia project*” No.12 Colombia, Universidad Del Tolima, (2016): 17 <https://doi.org/10.26817/16925777.241>.

(7.424>2.093; 7.796>2.093; 10.342>2.093). It was concluded that the use of multimedia learning materials in teaching speaking skill was practical and effective.²⁰

The sixth research was conducted by Syafii et.al with the title “*Improvement students’ speaking skill by using multimedia presentation strategy*” The result showed that the students’ speaking performance improved from 64, 29% in Cycle 1 to 100% in cycle 2. Hence, it can be concluded that multimedia presentation strategy can improve students’ speaking skill.²¹

The seventh research was conducted by Shofi and Masruroh named “*The effectiveness of using multimedia based-learning to improve the students’ speaking in English of STKIP Qomaruddin Gresik*” This research examined the effectiveness of using multimedia in improving the fluency of speaking English after treatment, by comparing the results of the pre-test and post-test. This research uses the t-table an α (0.5), and the result of the t-test was 8.02 absolutized. T-table with 20 degrees of freedom is 2.085. The final calculation showed that the t-test in the research was greater than the t-table. It means the application of multimedia-Based learning can develop students speaking fluency.²²

The last research was conducted by Nilasari with the titled “*Improving students speaking skills through power point presentation*” The result of this research showed that there was an increase in the students speaking skill at MA Massarotul Mutaalimin, Banten. They got score from the cycle 1, 2, 3 and the

²⁰Ampa at.al. *The implementation of multimedia learning materials in teaching English speaking skill* Vol. 1 No. 3, South Sulawesi, State University of Makassar, South Sulawesi, Indonesia, (2013): 294. <http://dx.doi.org/10.5296/tjele.v1i3.4153>.

²¹Syafii at.al. “*Improvement students’ speaking skill by using multimedia presentation strategy*” Vol. 7 Ponorogo, Department of Accounting, Faculty of Economic, Universitas Muhammadiyah Ponorogo, Indonesia, (2019), 125, doi: 10.25134/erjee.v7i2.1690.

²²Shofi and Masruroh “*The effectiveness of using multimedia based-learning to improve the students’ speaking in English of STKIP Qomaruddin Gresik*” Vol. 3, No. 2 Lamongan, Universitas Islam Darul ‘Ulum Lamongan, (2018), 1. e-ISSN: 2579-8960 p-ISSN: 2460-2167.

students' score continue to increase. It means that using power point presentation can improve students speaking ability.²³

However, differentiations exist among those eight previous researches and this research. Some of them used multimedia power point and some used multimedia other than power points which had the function almost the same as power points, but the difference is that in this research, the researcher used multimedia power point and focused on one aspect of speaking especially speaking fluency while the previous researches focused on speaking in general. The researcher did the research at MA Mathlaul Anwar Napal, Tanggamus and used multimedia power point to improve students' speaking fluency.

The teacher has to know the media that can help the teacher and the students. The media should increase the students' skill especially in speaking fluency. According to Susilana and Riyana, the teacher's media in teaching learning process are channels of communication or intermediary source of the message with the recipient of the message and the media which are intended to get learning objectives.²⁴ The teacher's media is very important to make students interested and creative to create something in teaching learning process.

Considering those explanations, the researcher conducted the research entitled "The Influence of Using Multimedia Power Point towards Students' Speaking Fluency at the first Semester of Tenth Grade of MA Mathlaul Anwar Napal Tanggamus in the Academic year 2021-2022".

B. Identification of the problem

Based on the background of the problem, it can be identified some issues such as:

²³Siti Nuri Nilasari *Improving students speaking skills through power point presentation* (Skripsi, State Islamic University Sultan Maulana Hasanudin, Banten, Indonesia, 2018), 16.

²⁴ Rudi Susilana and Cepi Riyana. *Media Pembelajaran "hakikat, pengembangan, pemanfaatan, dan penilaian*, (Bandung: CV Wacana Prima, 2008), 5.

1. The students' scores are low in learning Speaking fluency.
2. The students have difficulty in speaking English fluently due to a lack of confidence.
3. The students are hesitant when speaking English and lack of vocabulary.
4. The Teacher has difficulties because there is no recency media in teaching speaking.

C. Limitation of the Problem

Based on the identification of the problems, this research focused on the influence of using Multimedia Power Point towards students' speaking fluency in monologue at the first semester of the tenth grade of MA Mathalul Anwar Napal Tanggamus in academic year 2021/2022.

D. Formulation of the problem

Concerning the background and identification of the problem, the researcher formulated the research question in this research as follows:

Is there any influence of using Multimedia power point toward students' speaking fluency at the first semester of the tenth Grade of MA Mathlaul Anwar Napal, Tanggamus in the academic year 2021/2022?

E. Objectives of the Research

Based on the formulation of the problem, the objective of the research is: to know whether there is a significant the influence of using Multimedia Power Point towards students' speaking fluency at the first semester of the tenth grade of MA Mathlaul Anwar Napal, Tanggamus in the academic year 2021/2022.

F. Significance of the research

As this research concerns with the use of multimedia power point to improve students speaking fluency in MA Mathlaul Anwar Napal, Tanggamus, the finding of the research is expected to be useful for:

1. Theoretical contribution, as for teacher to improve the quality of the students' speaking fluency and give positive contribution to students at MA Mathlaul Anwar Napal, Tanggamus by giving an alternative multimedia of teaching speaking fluency in EFL. In addition, other researchers can use this research as reference to conduct next research.
2. Practical contribution, the result of this research is expected to be useful for English teachers for overcome the students' problem in speaking English, especially in fluency. By using multimedia power point, it is hope the students will express themselves more than usual. It is also one of an alternative multimedia in improving the quality of teaching speaking, particularly in the competence of the fluency. The result of this research is also expected, to be able to motivate the students to be interested in speaking. It is hoped the used of multimedia power point can help them to develop their knowledge to speak English more fluent and to improve their speaking competence.

G. Scope of the Research

The scope of this research is as follows:

1. Subject of this research

The subjects of this research were the students at the tenth grade of MA Mathlaul Anwar.

2. Object of this Research

The object of this research was the influence of using multimedia power point towards students' speaking fluency.

3. **Place of this research**

The research was conducted at MA Mathloul Anwar.

4. **Time of this research**

The research was conducted on the first semester of tenth grade of MA Mathloul Anwar in academic year of 2021/2022.





CHAPTER II

LITERATURE REVIEW

A. Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (Linguistic competence), but also that they understand when, why and what ways to produce language (sociolinguistic competence).¹ In the produce language, of course the language obtained from the ability in the sentence is right and involving understanding of the sentence or part of the appropriate sentence in the context of certain.²

There are many definitions of speaking according to some experts. Kathleen in Nunan states that speaking is the productive aural/oral skill. It contains of producing systematic verbal utterance to convey meaning.³ Furthermore, Huebener and Theodore state that speaking is a skill used by someone in daily life communication whether at school or outside. The skill is required by much repetition, it is primarily neuromuscular and not an intellectual process. It contents of competence in sending and receiving message.⁴ Meanwhile, Jones stated, "Speaking is a form

¹ Nunan and David, *Second Language Teaching and Learning* (Boston: Massachusetts. Heinle and Heinle Publishers), 216.

² Widdowson, *Teaching Language as Communication* (Oxford University Press, 1978), 2.

³ M. Bailey Kathleen in Nunan, *Practical English Language Teaching Speaking* (New York: Mc Graw Hill Companies, 2000), p. 25.

⁴ Huebener and Theodore, *how to Teach Foreign Language Effectively* (New York: New York University Press, 1969), 5.

of communication.”⁵ According to Cameroon, speaking is the active use of language to express meanings so that other people can make sense of them.⁶

From all those expert statements, it can be concluded that speaking is process of oral activity used in daily life as a part of communication in which verbal and non-verbal symbol used in sending and receiving message.

B. Teaching Speaking

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.⁷ Nunan in Intan said Speaking is crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills of memorization of dialogues. However, today’s world requires that the goal of teaching speaking should improve students’ communicative skills, because, only in the way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. What is meant by teaching speaking is to teach English foreign language learners to:

1. Produce the English speech sounds and sounds patterns.
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.

⁵ Rhodry Jones, *Speaking and Listening* (London: The Bath Press, 2000), 14.

⁶ Lynne Cameroon, *Teaching language to young learner* (Cambridge: Cambridge University Press, 2001), 40.

⁷ Chaney, A.L and T.L. Burk. *Teaching Oral Communication in Grades K-8* (Boston: Allyn and Bacon., 1998), 13.

5. Use language as means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.⁸

C. Aspects of Speaking

Speaking can be divided into two types based on the achievement, good speaking and bad speaking. Speaking can be say as good or bad based on the aspects of speaking. Harris said that aspects of language are:

1. **Pronunciation** is ways of words are pronounced. One who learns English as a foreign language must be able to use English pronunciation as well as other skills in the language.
2. **Grammar** is a rule system in a language. Grammar is a system of units and patterns of language.
3. **Vocabulary** is the words used in a language. We can't speak at all without vocabulary.
4. **Fluency** is one of the important part because it is the parameter of the speaking level of someone. Someone who has good fluency will perform or use the language easily and quickly in right order of language.
5. **Comprehension** denotes the ability of understanding the speaker's intention and general meaning Good comprehension refers to good understanding. If someone' language understanding is good, it will affect the speaking ability.⁹

D. Definition of Fluency

In learning a new language which differs from the mother tongue or a foreign language, speaking is one of the skills the learners should master. One of the aspects in assessing speaking

⁸ Intan, *The Influence of Students' Participation in English Club and Their Speaking Fluency at State Vocational High School Ibnu Taimiyah Pekanbaru* (Skripsi: UIN Sultan Syarif Kasim Riau, 2018), 10.

⁹ Journal Article: *Guide to Programs in Linguistics*, 75.

performance is the speaker's fluency. Louma stated that fluency is about flow, smoothness, the rhythm of speech, the length of utterances, the connection of ideas, the absence of long pauses and even the absence of disturbing signals hesitation.¹⁰ Stockdale stated that fluency occurs when someone speaks a foreign language as native speaker with the fewest pauses of silent, full pauses (ooo and EMM), self-correlation, false starts and hesitation.¹¹ According to Nunan, successful speaking performances involves and acceptable degree of fluency. Fluency is known as a natural ability to speak spontaneously, quickly and comprehensibly with few numbers of errors that may distract the listener from the speaker's message.¹²

From the statement above, the researcher concluded that fluency is the speed of the speaker when they speak like a native speaker to make others have no comprehension difficulties.

Commonly, the problem faced dealing with fluency was when the learners speak to the others; the students tried to make the listeners understand about what they want to say. The researcher found that the students tended to hesitate and fragmentary while speaking because of they had problems in retrieving the lexical items, encoding the grammatical form of their message and correcting their own output. Iswara in jawara stated the condition made the students speak hesitantly and fragmented, as mean that the frequency of pause filler such as "well", "mm", "ee", and also the production of dysfluency such as repetition, repair, restarts, and also prolongation will fluently fulfill their talks.¹³ Another aspect that effects the students' fluency in speaking is the habit in using Bahasa Indonesia term when they can not find an appropriate English word. The earlier concept of fluency is acceptable by most

¹⁰ Luoma Sar., *Assesing Speaking* (Cambridge: Cambridge University, 2004), 88.

¹¹ Stockdale, D. Ashley. *Compering Perception of oral fluency to objective measures in the EFL Classroom* (Birmingham: University of Birmingham, (2009), 1.

¹² Nunan D, *designing task for the communicative classroom* (Cambridge: Cambridge University Press, 1992), 32.

¹³ Jawara, "Improving students speaking fluency through picture narrative strategy" (Thesis: University of sumatera utara, 2018), 10.

of the teachers and researchers since they have to realize that fluency is different in nature from other components of oral proficiency such as range of vocabulary and complexity which are associated with linguistic knowledge of accuracy.

E. Assessment of Speaking fluency

Freed and Fulcher in Jawara refer how fluent the speaker is can be used in a range of senses. One of the narrowest definition includes a few features, such as pausing, hesitations, and speech production rate, whereas in a broad sense of the reference is made to speaking proficiency. Those references are flow or smoothness, rate of speech, lack of unnecessary pausing, absence of distressing hesitation, length of utterance, and connectedness. These characterizations are complex, however, because they are not simply descriptions of a speaker's speech but also of a listener's perceptions of it.¹⁴

Ellis in jawara described fluency as “the extent to which the language produced in performing a task manifest pausing, hesitation, or reformulation”.¹⁵ Detailed analysis of fluency requires the use of separate measures to represent its different sub-dimensions: a. silence (breakdown in fluency), b. reformulation, replacement, false starts and repetition (repair in fluency), c. speech rate (word or syllables per minute), and d. automatication (length run).

To know the students' ability in speaking fluency, there are some criteria that have been consider based on The Students Oral Language Observation Matrix (SOLOM) in Dennis (see table 2.1)

¹⁴ Jawara andra patra, “*Improving students speaking fluency through picture narrative strategy*” (Thesis: University of Sumatera utara), 16

¹⁵ Ibid, 17.

TABLE 2.1 Blueprint of the Research Instrument

The Students Oral Language Observation Matrix (SOLOM)

(The Criteria was adapted from *Students Oral Language Observation Matrix*. The rating was adapted from *Testing for Language Teacher*¹⁶)

Rated by : Class : Date : Test :

	Below 62	63-72	73-82	83-92	93-100
	Level 1	Level 2	Level 3	Level 4	Level 5
Fluency	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday communication and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday communication and classroom discussion is generally fluent, with occasional lapses while the students search for the correct manner of the expression.	Speech in everyday conversation and in classroom discussion is fluent and effortless approximating that of a native speaker.

In addition, according to Hughes, there is a chapter of a reliability of conducting a test in "Testing for Language teacher", he mentioned the standard error of measurement and the true score of assessing a test. The reliability allows us to compare the reliability of tests. It does not directly tell how close an individual actual score is to what they might have scored on another occasion. In assessing the student fluency, the sub dimensions of fluency

¹⁶ Arthur Hughes, *Testing for Language Teacher*, (Cambridge: Cambridge University, 2003), 131.

reformulation, replacement, false starts and repetition (length of pauses) errors were be accounted for as can be seen on table 2.2.¹⁷

TABLE 2.2
Score of Sub-Dimensions of Speaking Fluency

Number of Errors			SCORE
Pause	Repetition	Pause Length (Seconds)	
6-3	14-11	6-3	92-100
10-7	18-15	10-7	83-92
14-11	22-19	14-11	73-82
18-15	26-23	18-15	63-72
>18	>26	>18	Below 62

F. The Development of Speaking Fluency

To develop fluency in speaking the students should know what are the aspects or the component which measure in fluency. Based on the international journal of English language education state that to measure the students' fluency there are some SMART principle that can be Tips as follows:

1. Speed: the development of speaking fluency practices the articulation speed, therefore do not hesitate to learn new language and content self-push to articulate fast and try to reduce the pause time. According to the wood state summarized the speech rate is a key performance indicators of measuring fluency as a speech rate shows the overall fluency of speaking.

¹⁷ Jawara andra patra, "Improving students speaking fluency through picture narrative strategy" (Thesis: University of Sumatera utara), 18

2. **Meaning:** the speaking fluency development is meaning-focused learning. Which does not mean to neglect form-focused instruction. Learning a language is for the communicative use in life. Speaking in the process and convey the message delivered. Hence do not be embarrassed when audience points out errors and try to be stress free and be confident when speaking and articulating.
3. **Accurate:** fluency improvement also brings accuracy, complexity and control of content through communicative language teaching. That means form and accuracy is internal related, however the retrieval strategy is to use what you have learn and known, to practice and practice the accurate language items and contents. One old saying said practice makes perfect.
4. **Retrieval:** fluency is an aim in teaching and a criterion in assessment. It is not good to practice speaking fluency when learners not fully get ready for it.
5. **Time:** learning a language takes a time, especially learning a foreign language or second language which requires patience, effort and time. Never give up because learning from mistakes. Richards pointed out that technology has shift language learning from teacher-centered to diversified learner-autonomy learning.¹⁸

From the explanation above, it can concluded that to improve students' ability to speak fluent English, students must apply some of the tips presented above, including: speed, meaning, accurate and time, if students have done the tips above, students will be able to improve their speaking fluency.

G. Definition of Multimedia

Multimedia is content that uses a combination of different content forms such as text, audio, images, animations, video and

¹⁸ International Journal of English Language Education. The Implementation of Speaking Fluency in Communicative Language Teaching. 2014

interactive content. Multimedia contrasts with media that use only rudimentary computer displays such as text-only or traditional forms of printed or hand-produced material.

According to Syarif, multimedia can be called as many medium, components of them consist of text, picture, video and audio.¹⁹ Based on Hackbarth in Priyanto, multimedia is suggested as meaning the use of multiple media formats for the presentation of information, including texts, still or animated graphics, movie segments, video, and audio information. Computer-based interactive multimedia includes hypermedia and hypertext. Hypermedia is a computer-based system that allows interactive linking of multimedia format information including text, still or animated graphic, movie segments, video, and audio. Hypertext is a non-linear organized and accessed screen of text and static diagrams, pictures, and tables.²⁰

In addition, Mahajan stated that multimedia uses multiple forms of text, audio, graphics, animation, or video to convey information. As such, multimedia technologies offer today's classroom teachers the opportunity to move from a largely linear learning environment to an increasingly nonlinear environment. Such technologies also allow students a strong degree of choice as they pursue learning with multimedia texts. The multimedia classroom tools offer classroom teachers multiple ways of engaging students in the learning process. Teaching is no longer "chalk and talk", it is supported with various media like books, journals, audio-visual aids, electronic media i.e. radio, TV, computers etc.²¹

From those statements, researcher concluded Multimedia is the use of computers to present and combine text, sound, images,

¹⁹ Syarif, Ari Maulana, *Mengolah Multimedia untuk Web dengan Photosho & Flash (Image, Animasi, Audio & Video)*. (Jakarta: Gramedia. 2009).

²⁰ Priyanto Dwi, "Pengembangan Pembelajaran Multimedia Berbasis Komputer" *STAIN Purwokerto*, Vol. 14, no. 1, (2019): 2. <http://ejournal.iainpurwokerto.ac.id/index.php/insania/article/view/320>.

²¹ Mahajan, Gourav. "Multimedia in Teacher Education: Perceptions & Uses" *Sri Sai College of Education*, Vol. 3, (2012), 6. ISSN 2222-1735 (Paper) ISSN 2222-288X.

animation, audio, and video with tools and links so that users can navigate, interact, create, and communicate. Multimedia is often used in the world of informatics. Apart from the world of informatics, multimedia is also adopted by the world of games and learning, as well as making websites.

H. Classification of Multimedia

Multimedia is the digital integration of text (written), graphics (the interface of the program), animation, audio (dialogues, stories, sound effects), still images (pictures and visual stimuli), and motion video. Through the integration of all these media, the learning experience becomes an interactive one mirroring everyday experiences. Media are classified into seven categories such as:

1. Graphic Media: Books, Pictures, Photographs, Maps, Charts, Posters, Graphs, Diagrams etc.
2. Display Media: Chalkboard, Bulletin Board, Flannel Board, Peg Boards etc.
3. Three Dimensional Media: Models, Objects, Specimens, Puppets etc.
4. Projected Media: Slides, Filmstrips, Transparencies, Films, Video tapes, Gramophones, Records etc.
5. Audio Media: Radio, Audio cassettes, Gramophones, Records etc.
6. Video Media: TV, Videocassettes, CD, Computers etc.
7. Activity Media: Fieldtrips, Dramatization, Demonstration, Role-playing etc.²²

²² Mahajan, Gourav. "Multimedia in Teacher Education: Perceptions & Uses" *Sri Sai College of Education*, Vol. 3, (2012), 6-7, ISSN 2222-1735 (Paper) ISSN 2222-288X.

Multimedia has been popular in this age of Science and Technology. It means an integration of sound, still images, animation, video and text along with computing technology. It helps learning, browsing through encyclopedia and reference materials starting from the circulatory system to an automatic explosion in commercial presentation, official expositions and in creating 3D effects in many ways. It also helps learners in mastering various languages.

The concepts like “the computerized society”, “the video civilization”, “the global village”, “de-schooling” and “alternative schooling” are the expressions of the modern multimedia era. In this era we have a variety of resources starting from traditional media to the present potential computer, Internet etc. that are storehouses of multimedia and materials. Again, today’s education is said to be not good enough for the tomorrow’s needs. As science and technology develop, societal scenarios change very fast and new problems emerge every now and then. Unless our learning needs are met adequately there would be mismatch, maladjustment and cultural lag. There are two categories of multimedia—linear and nonlinear.

1. Linear Multimedia

Linear Multimedia tools generally progress from one screen to the next and are commonly used by instructors as a supplementary teaching aid. This form of multimedia tends to limit learning potential because it does not require active participation.

2. Non-Linear Multimedia

Nonlinear multimedia tools (those that include hyperlinks) offer viewers interactivity, control of progress, and choice in their construction of knowledge. When using active learning tools, nonlinear multimedia engages students in using 21st-century skills which fall into six distinct categories i.e. critical thinking, information and media literacy, creativity, communication skills, collaboration, and contextual learning. Nonlinear multimedia also provides a variety of creative,

digital-age reflection opportunities. This honor Dewey's constructive teaching and learning strategies and support cognitive flexibility in learning²³ According to Derry in mahajan cognitive flexibility theory learners benefit from retrieving information in the nonlinear fashion that hypertext allows, as it helps them develop complex and rich schemata and enables them to use their knowledge in a flexible manner.²⁴ Hypertext learning environments are particularly beneficial for learners who prefer active, problem-based, and self-directed learning. These environments also show potential to foster higher order, complex reasoning skills in students.

From those statements it can be conclude multimedia had to categories they are Linear Multimedia tools generally progress from one screen to the next and are commonly used by instructors as a supplementary teaching aid. This form of multimedia tends to limit learning potential because it does not require active participation. Nonlinear multimedia tools (those that include hyperlinks) offer viewers interactivity, control of progress, and choice in their construction of knowledge.

I. Definition of Power Point

According to kheira and Zamzam, power point is one of multimedia technologies. One of the most important used of this technology is to make it easy for instructors to incorporate various multimedia into their teaching and instructions. It is a Presentation Software (PS) which is easy to use and easily available. It offers a complete presentation graphics package. It gives you everything you need to produce a professional-looking presentation. Presentation Software (PS) is an authoring computer application

²³ Dewey, J. *Experience and education*, (New York: Simon & Schuster, 1938)

²⁴ Mahajan, Gourav. "Multimedia in Teacher Education: Perceptions & Uses" *Sri Sai College of Education*, Vol. 3, (2012), 7, ISSN 2222-1735 (Paper) ISSN 2222-288X.

that makes it possible to combine text, graphics, images, and sound to create sophisticated multimedia presentations.²⁵

Abraham stated that PowerPoint is an effective pedagogical tool in the classroom PowerPoint presentation can be used in the classroom for initial teaching, for student projects, for practice and drilling, for games, for review, and for tests. This format is attractive to learners, and it appeals to learners' diverse learning styles, such as visual, auditory, kinesthetic, and creative by employing multimedia methods, such as sounds, images, color, action, design, and so on.²⁶

Amosa at.al defined that PowerPoint is part of the Information and Communications Technology (ICT) program developed by Microsoft in 1987. It is an application program of presentation bundled in Microsoft office. It consists of slides allowing the user to present messages. Information prepared on a computer could be better project for larger audience using a Liquid Crystal Display (LCD) or DLP projector. PowerPoint presentation is able to be used in the classroom for supporting.²⁷

From the statement above, the researcher concluded that PowerPoint is one of the technologies developed by Microsoft PowerPoint can be used in the classroom for initial teaching, for student projects, for practice and drilling, for games, for review, and for test. So that PowerPoint is more interesting and can be seen by large classes we can use an LCD Projector to assist in the process of delivering material.

²⁵ Kheira and Zamzam, "Advantages of Using PowerPoint Presentation in EFL Classroom & the Status of its Use in Sebha University," *Academy of Higher Education Tripoli*, Vol. 1 Issue. 1(2013): 5, ISSN 2308-5460.

²⁶ Abraham, "Teaching English as a Global Language in Smart Classrooms with PowerPoint Presentation," *Canadian Center of Science and Education*, Vol. 5, No. 12, (2012): 1, <http://dx.doi.org/10.5539/elt.v5n12p54>.

²⁷ Amosa at.al, "Effectiveness of PowerPoint Presentation On Students' Cognitive Achievement in Technical Drawing" *Malaysian Online Journal of Educational Technology*, Vol. 3, (2015): 2, DOI: 10.17220/mojet

J. The Steps of Making PowerPoint

Using PowerPoint media has some steps. According to Muldofir, to create a multimedia presentation with power points can be done with the following procedures:

- a. One of the basic characteristics of this PowerPoint program is multimedia, so what if we as a program maker as well as a presenter do not exploit that potential. Therefore, display elements of images, videos, animations and sounds in your presentation are not just text. But use all those of elements proportionally not excessive.
- b. Create your own background or template on your presentation by displaying accent objects according to the theme of the presentation. It is intended to add power Pull the presentation and clarify the learning message.
- c. If you use a bright background, use text with dark intensity. Also if the template has a dark intensity, then use the text with a lighter color and intensity.
- d. Use colors to beautify the display while providing focus on the presentation. But use a maximum of 3 (three) color types in a slideshow. If it is too Many colors are uses, then it will be impressed crowded and disturbing the material offerings.
- e. Use letters that have clear and bold characters, avoid decorative characters or font types, if the message is much and within a distance that is somewhat unreadable. If you're hesitant to use a specific type of font, use a standard font with at least 16 legibility sizes.
- f. Use a short sentence that is solid and outline or main point of mind. A more detailed explanation is outlined directly by the presenter or through a sound recording. Servings are pointer-pointers.
- g. The message will be more communicative when presenting more relevant images and graphic as well as the structure of

the material made using a chart with a clear groove, making it easier to digest the material.²⁸

In this research, researcher utilized presentation technique to support multimedia PowerPoint to increase the effectiveness of the multimedia PowerPoint when using in the learning process, therefore researcher used presentation technique as the technique to be used. According to Sutomo, presentation technique is an activity where a speaker conveys and communicates ideas and information to a group of audiences.²⁹ Furthermore, Nadia said in Azizah and Lestari states that the presentation technique is an activity which uses oral expression course to develop students' speaking skill.³⁰

In addition, Lambert in Brooks and Wilson stated that multimedia PowerPoint is important part of presentations because they provide support for both the speakers and listeners during the presentation, which can help to reduce stress and make the presentation more successful.³¹ It can be said that if oral presentation technique can support multimedia PowerPoint to improve their speaking skill.

K. Teaching Speaking through Power Point

Power point projector is also good for teaching spoken English. Documentation of formal speech or debate can be made on CD-ROMS. The students in a class for instance can be taught the art of public speaking through slide presentations with power point projector.

In the teaching of English Language, tape recorders, videos, televisions, radios and projectors use to be the most

²⁸ Ali Mudilofir and Evi Fatimatur Rusdiyah. *Desain Pembelajaran Inovatif Dari Teori ke Teori*, ed, (Depok: PT RajaGrafindo Persada, 2019), 158-159.

²⁹ Erwin sutomo. "9 presentasi kreatif dengan PowerPoint", ed, (Yogyakarta: Andi Offset, 2007), 67.

³⁰ Azizah and Lestari, "strategies in teaching speaking skill used by Pre-Service teacher at English language education department of University Muhammadiyah Yogyakarta", (2014), 7.

³¹ Brooks and Wilson "Using oral presentation to improve students' English language skills", Kwansei Gakuin University Vol. 19, (2014), 208.

common technologies at the disposal of the teachers of English language. Today, the computer and internet technologies have brought into the learning and teaching of English language indisputable transformation/revolution. The different information and communication Technologies do not themselves transform the learning and teaching of English language. It is their appropriate utilizations or manipulation by the teacher that will transform their teaching methods/strategies. Teachers therefore must combine the knowledge of the ICTs with practicing or professional knowledge in order to bring innovations into the classroom. The various traditional methods of teaching the language skills (listening, speaking, reading and writing) for instance still remain important for teachers of English Language.

The use of power point projector enables almost all the students to see the points projected in slides and sometimes even images accompanying the texts. After the presentation, the students make a formal speech on certain issue/topic that will be presented. This will offer them training in public speaking and expressing themselves in English speaking fluency.

As an activity, the class can be grouped in order to have formal speech presented by each group to represent the group. Doing this will widen the students' vocabulary as well as elaborate sentence structures.³²

From the theory above, the researcher thinks that using multimedia power point is one of alternative of choice to make the students to speak more, may become the choice by the students in improving their speaking skill. According to Dodi in his journal, he believed that making oral presentations using multimedia presentation by making an attractive presentation using power point was easy to them and students demonstrate some improvements especially eye contact, facial expression, gesture,

³² Larsen and Stéphan. *the impact of ICT on tertiary education: advances and promises*. (Parveen, JJ and Rajesh, V. 2011. Multimedia in English Language Teaching: An Empirical Analysis. Journal of Technology for ELT. Vol.1 no. 4, (2005), 12.

and in speaking skills such as fluency and accuracy.³³ In addition, the researcher combined the teaching speaking procedure using multimedia PowerPoint with presentation technique as a support for the multimedia PowerPoint. According to Cassie and Constantine in Hanani, there are four parts of a good presentation, they are preparation, beginning, body, and peroration:

1. Preparation

First part of the presentation is the preparation. In preparing presentation, the students who will present the material have to make a detail planning of the presentation. There are two steps in preparation part. The first is to collect as complete as possible all the material needed. Complete material is important because the presenter will help enough preparation answering audience's question. the second steps are to expand ideas by determining the aim of the presentation. Presentation may be aimed for informing persuading, or entertaining.

2. Beginning

Second part of a presentation is the beginning. The beginning of a presentation will determine the next step of the presentation. In the beginning of the presentation, the presenter should grasp the audience's attention on what the presenter will present. Cassie and Constantine add the beginning of a presentation may be in forms of a question or a statement which relates to the audiences or to the main topic of the subject matter.

3. Body

Third part of presentation is body. The body must contain the arguments and main ideas. As a presenter, he/she must be able to develop main idea and have enough and accurate arguments to be presented. The presenter must master the content of the subject matter he/she is presenting. The body of a

³³ Dodi, "The effectiveness of multimedia presentation in improving students' speaking skills", Vol. 2, ELTLT Conference Proceedings, (2013), 157. ISBN 978-602-19638-5-2.

presentation may consist may some sections. The presenter must give clear cut at the end every section. The presenter should notice when he/she has already come to the end of every section and give summary.

4. Peroration

Peroration means the conclusion of a speech, summing up the points, and enforcing the arguments. In this part, the presenter should present the conclusion of the subject matter which has been presented. The conclusion must be clear and show the cumulative meaning so that the audience will leave the room without t confusing or still have a big question mark of what has been concluded by the presenter.³⁴

In this research, to support the use multimedia, the researcher used technique to increase the effectiveness of the multimedia when used in the learning process, therefore researcher used the presentation technique as the technique to be used. Based on the theory of the presentation technique procedure by Hannani, the researcher combined the procedure presentation technique with multimedia PowerPoint that applied in learning process, especially in the main activity process, the procedures are:

1. Pre-Activity:
 - a. The class teacher opens by greeting and checking the attendance of students.
 - b. The teacher invites students to brainstorm by listening to the stories contained in PowerPoint in the form of videos and students guess what kind of story the story belongs to.

³⁴ Arsinta Widya Hanani “*The Students’ Perceptions on the Use of the Group Presentation Technique in Language Teaching Methodology Course*” (Thesis: Universitas Sanata Dharma Yogyakarta). 13.

- c. The teacher explains the PowerPoint multimedia and presentation techniques that will be used in the learning process.

2. Main Activity:

a. Observing:

the teacher explains the recount text material using PowerPoint. Then students read some examples of recount texts and learn to find the main ideas of the recount texts.

b. Questioning:

Students are guided to ask questions about the recount text material along with the main ideas, detailed information from the recount text.

c. Collecting Data

Students explore the stories included in the recount text and find detailed information and social functions of the recount text.

d. Associating:

Students are formed into some grouped, one group consists of two people. In a guided discussion, students create recount text in PowerPoint.

e. Communicating:

Students present the results of group work in front of the class by following the procedure explained at the beginning how to make a presentation well, where each student is given 4-5 minutes to present the results of their group work.

3. Post-activity

The teacher helps the students to make conclusions and convey the next study plan, after the time runs out the teacher greets.

L. Definition of Textbook

Talking about teaching learning process, the term of textbook always appears in the context. Brown said that textbook are clear and tangible material used in the teaching and learning process.³⁵ As teaching material used in the teaching process by teachers, the textbook are developed based on the applicable curriculum. Graves add textbook is standard source of information for formal study of a subject as tool and instrument for teaching and learning.³⁶ It means that textbook provides the material, but it cannot produce on its own. The material produced only when learner' need. The material on textbook are developed must be suitable with curriculum.

Furthermore, the minister of education stated that, textbook is a resource of principal in teaching and learning to achieve both basic competence and core competence. According to Cunningsworth that textbook is the best resource to help students to get aim of learning, because it has already set based on learner's need. From explain above, textbook is a teaching material that contains material arranged based on the curriculum, to achieve the objectives of basic competencies and core competencies designed for the needs of students.

From those statements, it can be concluded that textbook is a teaching material in the form of material that aims to facilitate the teacher in the teaching and learning process.

M. The Role of Textbook in English Language Teaching

Currently, textbook play important role in English language teaching process. According to Cunningsworth, textbook have multiple roles in ELT and can serve as:

- a. A resource for presentation material (spoken and written).

³⁵ H. Dauglas Brown, *Teaching by Principles*, (California: Longman, 2000), Second Edition, p. 136.

³⁶ Kathleen Graves, *Designing Language Courses: A guide for teachers*, (Boston, Heinle&Heinle Publisher, 2000), p.175.

- b. A source of activities for learner practice and communicative in interaction.
- c. A reference source for learners on grammar, vocabulary, pronunciation, etc.
- d. A source of stimulation and ideas for classroom language activities.
- e. A syllabus (where they reflect learning objectives which have already been determined).
- f. A resource for self-directed learning or self-access work.
- g. A support for less experienced teachers who have yet to gain in confidence.³⁷

Add to both Ravitch and Valverde textbooks are vitally important, they play a significant role in shaping teachers', students' and families' views of school subjects.³⁸ In addition, a textbook can be guidance for teachers in giving systematic materials for the student. It is generally accepted that the role of the textbook is to be at the service of the teacher and learners but not be their master.³⁹

From explanation mention above, it can be concluded that textbook plays important role in English language teaching. The roles of textbook are important for both teacher and students. Textbook as a source and provide the material and content of the lesson to their students.

According to Amrulloh in roziqi stated with the special perpose approach, it can be concluded that textbook that are appropriate or relevant to the objectives of the students and study programs are very effective, more relevant, and positive to be used in improving

³⁷ Alan Cunningsworth, *Choosing Your Coursebook*, (London: McMillan Publisher Limited, 1995), p.7.

³⁸ Lisa Okeeffe, *A Framework of Textbook Analysis*, Int. Rev. Cont. Lear. Res. 2, No. 1 13 (2013). p.2

³⁹ Wahyu Firmansyah, *An Analisis Speaking Materials in "Headline English 2" Textbook for Eight Grade of Junior Hogh School*, (Skripsi, Uin Raden Intan Lampung, 2020), p. 13.

students speaking skills.⁴⁰ Furthermore Ahmad in Roziqi also explained that the learner strongly agreed that the material could be conveyed easily.⁴¹ In addition, the textbook used to explain the related topic. The teacher used the textbook as a guideline during the learning process. In this research, the researcher combined the procedure presentation technique with the textbook that applied in the learning process, especially in the main activity process, the procedures are:

Pre-activity

1. The teacher opens the class by greeting and then checking the attendance of students.
2. The teacher invites students to listen to a story that conveyed by the teacher, then students guess the type of story.
3. The teacher explains the media and techniques that will be used in the learning process.

Main-activity:

1. Observing:
students pay attention to some examples of recount text in the textbook, then students learn to find main ideas and certain information from the recount text.
2. Questioning:
students are guided to ask questions about the recount text along with the main ideas and detailed information from the recount text.
3. Collecting data:
students in groups read other recount texts from various sources, and look for main ideas and certain information from the recount texts and students edit the recount texts that have

⁴⁰ Muhammad Ainur Roziqi, "Development of Pictorial Textbook for English Speaking Skill in Islamic Studies Program" Vol. 2, No. 3, (2019), p. 220. p-ISSN: 2622-738X, e-ISSN: 2622-7371.

⁴¹ *Ibid*, p. 220

been given by the teacher and describe them in the context of delivering information related to learning objectives.

4. Associating:

students are formed into some grouped, one group consists of two people. In a guided discussion, students analyze various recount texts with a focus on structure and linguistic elements.

5. Communicating:

each group makes a recount text as instructed by the teacher and Students present the results of group work in front of the class by following the procedure explained at the beginning how to make a presentation well, where each student is given 4-5 minutes to present the results of their group work.

Post-activities:

1. The teacher helps the students to make conclusions and convey the next study plan, after the time runs out the teacher greets.

N. The Advantages and Disadvantages of Using Power Point

The media of learning has advantages and disadvantages, Wati explained the advantages and Weaknesses of Microsoft PowerPoint as follows:

The advantages of Microsoft PowerPoint include:

1. Interesting

In presenting Microsoft PowerPoint media can give an attractive look. Because this media is equipped with Game colors, letters, animations, text and pictures or photos.

2. Stimulate students

Microsoft Media Power Point is able to stimulate students to further information on the material presented.

3. Visual display is easy to understand

Visual information messages presented by Microsoft Power points can be easily understood by students.

4. Facilitate teachers

This Microsoft Power Point learning Media can help or facilitate a teacher in the teaching and learning process. A teacher does not need to explain the materials being presented.

5. Conditional

Microsoft Power Point is a tool that is conditional. Conditional intent here is able to Repeated and can be worn repeatedly according to the need.

6. Practical

This Microsoft Power Point Media is also a tool that Practical, Practical in use or in storage. This Media can be stored in optical data or such as CDS, diskette, and flash drives. So practical to be carried everywhere.⁴²

And disadvantages of power point are Equipment failure, File Corruption, Incompatible Media, The most common abuses.

O. Advantages of TextBook

The media of learning has advantages, Graves explained the advantages of textbook as follows:

1. it provides a syllabus for the course because the authors of the syllabus have made decisions about what will be learned and in what order.
2. It provides security for the students because they have a kind of a road map of the course: they know what to expect and they know what is expected from them.

⁴² Ega Rima Wati. *Ragam Media Pembelajaran: Visual-Audio Visual-Komputer-Power Point-Internet-Interactive Vidio* (Jakarta: Kata Pena, 2016), 106.

3. It provides a set of visuals, activities, readings, etc., and so saves the teacher time in finding or developing such materials.
4. It provides teachers with a basis for assessing students' learning. Some textbooks include tests or evaluation tools.
5. It may include supporting materials (teacher's guide, cd, ppt, worksheets, and video.)
6. It provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, as within a series, it provides consistency between levels.⁴³

Based on the statements above it can be concluded that some of the advantages of a good textbook are can make students more interested in learning, and for teachers easier to provide material in the teaching and learning process.

P. Disadvantages of TextBook

The media of learning has advantages, Richard explained the disadvantages of textbook as follows:

1. Textbook may contain inauthentic language.
2. Textbook may distort contain.
3. Textbook may not reflect students' need.
4. Textbook call deskill teachers.
5. Textbook is expensive.⁴⁴

In Addition, according to Ur, there are five against for textbook:

- a. Inadequacy

Every class in fact, every learner has their own learning needs: no one coursebook can possibly supply these satisfactorily.

⁴³ athleen Graves, *Designing Language Courses: A guide For Teachers*, (Boston: Heinle&Heinle Publisher, 2000). P. 174

⁴⁴ Jack C Richard, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), pp. 255-256.

b. Irrelevance, lack of interest

The topics dealt with in the coursebook may not necessarily be relevant for interesting for your class.

c. Limitation

A coursebook is confining: its set structure and sequence may inhibit a teacher's initiative and creativity, and lead to boredom and lack of motivation on the part of the learners.

d. Homogeneity

Coursebooks have their own rationale and chosen teaching /learning approach. They do not usually cater for the variety of levels of ability and knowledge, or of learning styles and strategies that exist in most classes.

e. Over-easiness

Teachers find it too easy to follow the coursebook uncritically instead of using their initiative; they may find themselves function in merely as mediators of its content instead of as teachers in their own right.⁴⁵

In order to decrease the disadvantages of the textbook, the teacher has to be understood and creative about the material that is suitable for students' level. As a matter of fact, the main role in teaching and learning process in class is the teacher but textbook as an instrument. Hence, teachers have to be capable when they find that the textbook is not appropriate for their students.

Q. Frame of Thinking

Learning to speak fluently and accurately is one of the greatest challenges for all learners. This is because to be able to speak fluently, students have to speak and think at the same time. As students speak, students have to monitor output and correct

⁴⁵ Penny Ur, *A Course In Language Teaching*, (New York: Cambridge University Press, 1999), p. 80

any mistakes, as well as planning for what they are going to say next. To be able to speak fluently in a foreign language requires a lot of practice. Speaking practice starts with practicing and drilling set phrases and repeating models. A great deal of time in language classroom is often spent on these repetitive exercises. Speaking practice, however, can also mean communicating with others in situations where spontaneous contributions are required. Fluent speakers will also have to learn to arrange other things such as what is appropriate to say in certain situations, how to manage conversations, and how to interrupt and offer their own contributions. It is a difficult and lengthy process to master all these sub-skills.

In this research, the researcher used multimedia power point to see the impact of the students in speaking fluency. Multimedia PowerPoint is an effective pedagogical tool in the classroom, PowerPoint presentation can be used in the classroom for initial teaching, for student projects, for practice and drilling, for games, for review, and for tests. Multimedia power point can help the students to build up their skill in speaking especially fluency. In this research, the researcher implemented 7 (seven) major steps in the procedure for multimedia PowerPoint. First, the researcher gave explanation about how to use multimedia power point and to make the students ready with the material. The second step was organizing the group of students. The third step was providing the material. The next step was implementing multimedia in explaining the materials. The fifth step was the students analyzing the material. The sixth step was students modify the material. The last step was that the students made a presentation by it. The student explained the material fluently because PowerPoint is a multimedia assistant, so students can improve their speaking skills especially fluency because they intensively listen, watch, analyze, and practice. In addition, PowerPoint designs that can combine slides with interesting media such as animations, images, videos, templates, etc. so that they can make students interested in learning English and motivate them to practice more when they want to do presentations.

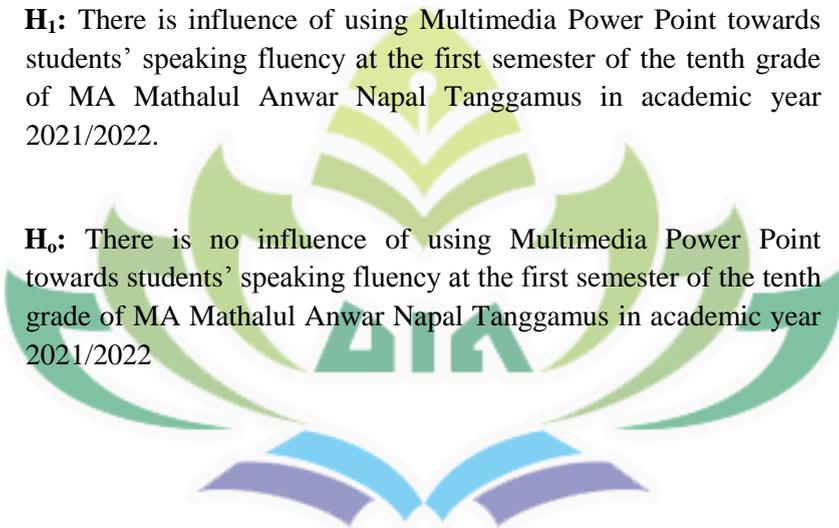
Based on the description above, the researcher is sure that multimedia power point can be used in English speaking fluency because it can stimulate the students to be more active in speaking. The researcher hopes that this media is useful and helpful for the teaching and learning process

R. Hypothesis

From the result of relevant studies above, the hypothesis of this research are formulated as follow:

H₁: There is influence of using Multimedia Power Point towards students' speaking fluency at the first semester of the tenth grade of MA Mathalul Anwar Napal Tanggamus in academic year 2021/2022.

H₀: There is no influence of using Multimedia Power Point towards students' speaking fluency at the first semester of the tenth grade of MA Mathalul Anwar Napal Tanggamus in academic year 2021/2022



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