

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the description theories including presentation method in English learning, e-learning in English language teaching, English speaking proficiency. This chapter also consists of previous research, theoretical framework and hypothesis.

A. Theoretical Description

1. Presentation Method in English Learning

a. Definition

Presentation is a speaking activity in front of a large audiences. It intends to present initially supposed to place a person or thing under a person's eyes.¹ A presentation is a chance to discuss about factors that probably the presenters wouldn't make reference in their paper, such as thoughts, guesses, adverse outcomes and incomplete wor.² By presentation, the presenters have the opportunity to present their thoughts to the audiences.

Presentation has the purposes in the learning process. It provides information, convinces the participants, conveys the messages, and even conducts the assessments.³ It is the opportunity to establish good communication skills by persuading, inspiring, and motivating the audiences with the topics on different perspectives.⁴ So, presentation is the way to improve good communication skills by delivering some topics which persuade inspire and motivate the audiences.

¹ Adrian Wallwork, *English for Presentations at International Conferences Skills*, Springer International Publishing, second (Switzerland, 2016), 1, <https://doi.org/10.1007/978-3-319-26330-4>.

² Wallwork, 3.

³ Rofi'i and Nurhidayat, "The Impact of English EFL Technology PowerPoint in Learning Speaking for English Pre-Service Teacher," 2.

⁴ Adrian Wallwork, *Presentations, Demos, and Training Sessions: A Guide to Professional English* (Italy: Springer, 2014), 1, <https://doi.org/10.1007/978-1-4939-0644-4>.

Besides, Method is a general description/plan of the presentation of language learning that is precise and based on the chosen approach. It is an overall plan for presenting the language material.⁵ Moreover, method includes the sequential plans as the steps for delivering materials.

Presentation can be implemented individually or in a group. Team presentation are oral presentations prepared and delivered by a group of three or more individuals. Successful team presentations require cooperation and planning.⁶ While the students' listening to the presentations must be given some kind of listening tasks including giving feedback.⁷ In the presentation, there is a collaboration between the groups and the audiences to plan and deliver material and provide feedback each other.

b. Factors to Make Good Presentation

A presentation will be well-appreciated when it adequates some points as follows:

- 1) Presenters are proficient and conveyed confidently.
- 2) Presenters appear as tough they arranged explicitly and make it immediately interesting.
- 3) Presenters have clear slides, with negligible detail and accomodate as well as engaging pictures.
- 4) Presenters don't make us work too hard to follow what is being said, two or three main points, lots of examples and not too much theory.
- 5) Presentation is conveyed in a friendly, enthusiastic and generally informal way.
- 6) Presenters entertain and associate with the audiences.⁸

⁵ Roger Barnard, Jack C. Richards, and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, *TESOL Quarterly*, vol. 36, 2002, 19, <https://doi.org/10.2307/3588247>.

⁶ Dan O'Hair, Hannah Rubenstein, and Rob Steward, *A Pocket Guide to Public Speaking*, third edit, 2009, 232.

⁷ Harmer, *How to Teach English*, 130.

⁸ Wallwork, *English for Presentations at International Conferences Skills*,

c. Presentation Technique

Presentation-based learning activities are regarded as the core method to build students' active learning. They can develop, organize, present ideas and materials on particular issues.⁹ It occurs from the preparation phase to presentation performance before the class. In this case, students are engaged to explore the materials in various relevant references, browse through the internet, discuss with friends or consult with the lecturer. Further, they can prepare some attractive and structured PowerPoint slides.¹⁰ Microsoft PowerPoint is the most famous decision for presentation software.¹¹ All of those materials and PowerPoint slides should be well-prepared for the successful presentation.

The following are should the students know for preparing for the presentation by identifying the type, logistics and nature of the presentation.

1) The Types of Presentation Method

The types of presentation are mentoring and coaching. they have a style as preparing in nature and may have to address:

- a) Presentation of item, scene or industry information.
- b) Assistance to a worker in any part of their functioning life.
- c) Demonstration of skills.
- d) Advice regarding career planning and work activities.
- e) Explanation of KPIs, goals, and targets.

⁹ Bambang Sugeng and Ani Wilujeng Suryani, "Presentation-Based Learning and Peer Evaluation to Enhance Active Learning and Self-Confidence in Financial Management Classroom," *Malaysian Journal of Learning and Instruction* 15, no. 1 (2018): 178, <https://doi.org/10.32890/mjli2018.15.1.7>.

¹⁰ Sugeng and Suryani, 178.

¹¹ Justin Reich and Thomas Daccord, *Best Ideas for Teaching with Technology: A Practical Guide for Teachers, by Teachers* (USA: Taylor & Francis, 2015), 4.

f) Provision of counseling.¹²

2) The Logistics of Presentation

The logistics for a presentation can include:

- a) Date for presentation, affirmed by the meeting to the day of the work day falls on.
- b) Time of day the presentation is to begin (AM or PM)
- c) Duration, period of time accessible for the presentation.
- d) Location, where the presentation is to happen, which may be: a street address, a room name/number.
- e) Style of venue such as auditorium, office, workplace department.
- f) Content and topic identifying: what the presentation is intended to cover, boundaries for the presentation, level of detail to be addressed.

3) Nature of the Presentation

Presentation has numerous types. It includes one or many kinds of the following:

- a) A straight presentation, that is only talking or lecture style.
- b) Inclusion of Q & A session. This is typically a stand-alone session at the end of the presentation where the participants are urged to ask questions relating to the content covered in the presentation.
- c) Demonstrations. These are the coaching sessions and practical presentation.
- d) Handouts. The presenters convey the information that either is impractical to give to the audience in another way. Further, it is intended to be kept by audiences members after presentation.¹³ These may be:

¹² Trainee Manual, *Prepare and Deliver a Presentation* (Jakarta: Australian Aid, 2012), 10.

¹³ O'Hair, Rubenstein, and Steward, *A Pocket Guide to Public Speaking*, 159.

- (a) Recaps of the content presented
- (b) Materials to illustrate points made as part of presentation
- (c) Samples of offers, deals, documents, legislation, SOPs as appropriate to the content and topic.
- (d) Ancillary materials and addressing points mentioned during the presentation but not fully explained as part of the presentation.
- (e) Products.
- (f) Give away merchandise to advertise a product and/or promote the business.¹⁴

2. E-Learning in English Language Teaching

E-learning is one of the learning designs by utilizing electronic technology for presenting and distributing the information.¹⁵ The wide range of software applications that are useful to present and perform:

- a. The widely available and probably pre-installed, for example Microsoft products, such as Word, MovieMaker, Powerpoint.
- b. The freely downloadable, for example, PhotoStory3 and Audacity that needs to be purchased such as Serif Movie Plus.¹⁶

The types of e-learning are:

- a. Computer-based learning involves the utilization of hardware and software generally for information and communication technology. It is implemented in two ways: computer-managed instruction and computer-assisted learning. In computer-assisted learning, computers are used instead of the traditional methods by providing interactive software as a support tool within the class or as a tool for self-learning outside the class. In computer-managed instruction,

¹⁴ Manual, *Prepare and Deliver a Presentation*, 11–12.

¹⁵ Kurniawan Sabar and Asfah Rahman, “Penggunaan WEB (E-Learning) Dalam Proses Pembelajaran Bahasa Inggris Di Briton International English School Makassar,” *Jurnal Komunikasi KAREBA* 1, no. 4 (2011): 447.

¹⁶ Tom Ronk, Chris Warren, and Trevor Millum, *Teaching English Using ICT: A Practical Guide Fo Secondary School Teachers* (India, 2011), 11.

computers are employed to store and retrieve information to aid in the management of education.¹⁷

- b. Internet-based learning is improvement of computer-based learning. It makes content available on the internet, with the readiness of link to related knowledge sources. For example e-mail service and references which could be used by learners at any time and place as well as the availability or absence of teachers or instructor.¹⁸

Types of e-learning:

- a. Knowledgebase is a set of lessons that are published on the website and have general instructions of learning that a student has to follow with no support available
- b. Online support is a modified version of knowledgebase where the support is available so there is a discussion board, web forum or another communication way available to get support on some topics.
- c. Asynchronous training is the one where the lessons do not take place in real-time, but the students are provided with content regularly. Instructors are assigned to provide the support materials through email or other communication platforms.
- d. Synchronous training is done in real-time with a live instructor and optional moderator. There is a pre-set time to log-in to the online education environment and participants can communicate directly with the teacher and other group members.
- e. Hybrid training is a combination of online and in-person interaction.¹⁹

¹⁷ Valentina Arkorful and Nelly Abaidoo, "The Role of E-Learning, The Advantages and Disadvantages of Its Adoption in Higher Education," *International Journal of Education and Research* 2, no. 12 (2014): 399.

¹⁸ Arkorful and Abaidoo, 399–400.

¹⁹ Giorgi Basilaia and David Kvavadze, "Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia," *Pedagogical Research* 5, no. 4 (2020): 1–2, <https://doi.org/10.29333/pr/7937>.

Online education nowadays can help in the development and acquisition of knowledge for students from the different remote locations. It uses the internet and video, audio and text communication, and software to create the learning environment.²⁰ It was adopted to facilitate distance learning.²¹ The following are the explanation of some softwares or platforms, such as Google Meet, Zoom and Whatsapp applications.

a. Google Meet

Google meet is an interactive and alternative media sed for online learning.²² It is a video conference application updated from Google.²³ The function of google meet can show participants' views.

There is a kind platform of Google Meet, G suite for education. It is the platform and tools available for the online teaching process. By march of 3, Google has announced that it is extending the Hangouts Meet premium features to all G Suite customers. In addition to the standard features, Google has made changes to the Hangouts Meet to make it closer to remote learning and more robust for the school implementation. In particular, the important changes were:

- 1) The only meeting creators and calendar owners can mute or remove other participants in a meeting.

²⁰ Basilaia and Kvavadze, 1.

²¹ Janine Hacker et al., "Virtually in This Together-How Web-Conferencing Systems Enabled A New Virtual Togetherness during The Covid-19 Crisis," *European Journal of Information Systems*, 2020, 2, <https://doi.org/10.1080/0960085X.2020.1814680>.

²² Agung Setyawan et al., "Effects of The Google Meet Assisted Method of Learning on Building Student Knowledge and Learning Outcomes," *Universal Journal of Educational Research* 8, no. 9 (2020): 3925, <https://doi.org/10.13189/ujer.2020.080917>.

²³ Edi Purwanto and Hendy Tannady, "The Factors Affecting Intention to Use Google Meet Amid Online Meeting Platforms Competition in Indonesia," *Technology Reports of Kansai University* 62, no. 06 (2020): 2830.

2) Meeting participants will not be able to re-join nicknamed meetings once the final participant has left.²⁴

b. Zoom

Zoom is one of the web-conferencing systems (meeting solutions) as the communication and collaboration tools that can be accessed from desktop and mobile devices. It supports audio and video calls, messaging, content- and screen-sharing and meeting recording. It may be used for one-to-one or group calls, webinars and webcasts.²⁵ It alters to continue the education process online.

c. Whatsapp

The learning process goes through 3 stages: preparation, implementation and closing. In the preparation stage the teacher prepares the objectives to be achieved as well as the material at the meeting. Further, preparing media in the form of Whatsapp group (class) to facilitate communication. The time of learning activities using Whatsapp group is agreed by the teacher and students. In the implementation stage, the teacher provided the material delivering in recording tasks and the students should listen to it. Communication of questions and responses is done through the Whatsapp group via recorder or in writing message. In the closing stage, the teacher gives a recording in the form of a summary of the subject matter being studied so that it can be used as study material outside the lecture schedule.²⁶ Whatsapp is one of dynamic video link technologies used by some professionals to bridge huge distances and trouble-

²⁴ Basilaia and Kvavadze, "Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia," 5.

²⁵ Hacker et al., "Virtually in This Together-How Web-Conferencing Systems Enabled A New Virtual Togetherness during The Covid-19 Crisis," 2.

²⁶ Setyawan et al., "Effects of The Google Meet Assisted Method of Learning on Building Student Knowledge and Learning Outcomes," 3927.

shoot travel challenges with clients in-between visits.²⁷

3. English Speaking Proficiency

Speaking is the main important skill to be developed and enhanced as a means of communication.²⁸ Communication competence is the central importance for practice application. A certain amount and quality of communicative competence are needed not only in social interaction at the interpersonal level, but also at the organizational and public level as well as for intercultural exchange.²⁹ The concept of communicative competence is defined as: “What a speaker needs to know to communicate appropriately within a particular language community.”³⁰

a. Nature of Speaking

The nature of speaking has three functions as follows.

- 1) Talk as interaction, primarily serves a social function where the interlocutors converse to establish a comfortable zone of interaction.
- 2) Talk as transaction places emphasis on the successful communication of the message rather than the social side of the encounter. This focuses on the clarity and accuracy of the utterances.
- 3) Talks as performance. It refers to talk which transmits information before an audience such as

²⁷ Lil Deverell et al., “Use of Technology by Orientation and Mobility Professionals in Australia and Malaysia before Covid-19,” *Disability and Rehabilitation: Assistive Technology*, 2020, 2, <https://doi.org/10.1080/17483107.2020.1785565>.

²⁸ Namaziandost et al., “Enhancing Oral Proficiency through Cooperative Learning among Intermediate EFL Learners: English Learning Motivation in Focus,” 2.

²⁹ Gert Rickheit and Hans Strohner, *Handbook of Communication Competence, Handbook of Communication Competence*, vol. 1 (Germany: Mouton de Gruyter, 2008), 24.

³⁰ Muriel Saville and Troike, *Introducing Second Language Acquisition* (New York: Cambridge University Press, 2006), 100.

morning talks public announcements and speeches.³¹

The characteristics of successful speaking are as follows:

- 1) Learners talk more as much as possible, e-learning time is used by learners to talk.
- 2) Participation of learners, all get the same opportunity and contribute fairly according to the portion of the time.
- 3) Have high motivation. Learners always want to talk. It is because the topic is interesting and there is something new to say.
- 4) The level of acceptable language. Learners will express themselves by talking about things that are relevant to their age. It will be easy to understand the level of language accurately, the role of facilitating language learning guiding the procedures and classroom activities and set the class as the setting for communication and communicative activities.³²

b. The Component of Speaking

Fluency in speaking developed naturally following the mastery of writing skills and becoming proficient in grammar and vocabulary.³³ The process of speech production is complex and requires certain skills and knowledge.³⁴

The model of speech production consists of four stages. Here are:

- 1) Conceptual preparation, is selecting topics/ideas/information for the speech.

³¹ Askat Tleuov, "The Teaching of Speaking : An Investigation into The Relationship between Teachers' Beliefs and Practices in Kazakhstani State Secondary School EFL Classrooms" (Thesis, University of Bath, 2017), 44.

³² Rofi'i and Nurhidayat, "The Impact of English EFL Technology PowerPoint in Learning Speaking for English Pre-Service Teacher," 2.

³³ Tleuov, "The Teaching of Speaking : An Investigation into The Relationship between Teachers' Beliefs and Practices in Kazakhstani State Secondary School EFL Classrooms," 42.

³⁴ Tleuov, 42.

- 2) Formulation, putting topic/ideas/information into specific words and grammatical forms.
- 3) Articulation, physically producing the message for the listener.
- 4) Self monitoring, monitoring one's speech, identifying errors and correcting them.³⁵

These stages underpinning the production of speech interact with another and can even occur simultaneously.³⁶

Two sets of conditions to distinguish open language. First, procession where speakers are often required to operate in real-time with limited room for conceptualization formulation and articulation of speech. Second, reciprocity where interlocutors can alleviate the processing demands of speech by reacting and adjusting to each other's utterances, thus building their speech. This also reflects the socially contextualized nature of spoken discourse.³⁷

Distinctive features of spoken discourse:

- 1) the use of idea units instead of complete sentences (phrases and clauses);
- 2) the feature of being planned (e.g., conference presentation) or unplanned (e.g., conversation);
- 3) the use of generic vocabulary rather than specific;
- 4) the use of fixed phrases, fillers, and hesitation markers;
- 5) presence of fair amount of slips and errors.³⁸

Speech production includes appropriate vocabulary, features of pronunciation, grammatical patterns that will convey the intended meaning, and understanding of discourse structures that will provide cohesion and coherence within a conversation or other spoken communicative event. The top-down processes simultaneously involved in speech production require content knowledge about a topic, cultural knowledge

³⁵ Tleuov, 43.

³⁶ Tleuov, 43.

³⁷ Tleuov, 43.

³⁸ Tleuov, 43–44.

that informs the determination of proprieties and provides macrosocial or microsocial contexts. It can be the significance of the immediate communicative activity such as “What must be said, what may be said, and what should be left unsaid”.³⁹

There are five components of speaking, namely pronunciation, grammar, vocabulary, fluency, and comprehension.⁴⁰ The following are the explanation of those five components of speaking.

1) Pronunciation

Pronunciation is the how a word is pronounced. To make our communication by interlocutor, we should produce the words clearly because the pronunciation influences the interlocutor’s understanding in accepting the meaning of messages.

The components of a pronunciation comprise of several significant parts as follows:

a) Intonation

Intonation is the pitch of the voice. There are two types of intonation, they are rising intonation for yes/no questions sentences and falling intonation for 5w1h-questions.

b) Stress and rhythm: each of them is connected. Linguists utilize the term of rhythm to refer to the measured movement or musical flow of language. English has a rhythm in which stressed syllables normally occur at regular time intervals.

c) Consonant: noises that are pronounced with a blockage of some kinds of the air passage.

d) Vowels: Scarcella and Oxford pointed out “Vowels are characterized by a free passage of air.

³⁹ Saville and Troike, *Introducing Second Language Acquisition*, 166.

⁴⁰ Noriko Iwashita et al., “Assessed Levels of Second Language Speaking Proficiency: How Distinct?,” *Applied Linguistics* 29, no. 1 (2008): 25, <https://doi.org/10.1093/applin/amm017>.

2) Grammar

Grammar is the one of language components. It is the rules in a language for changing the type of words and combining them into sentences. Using the correct grammar makes someone know the genuine importance of the sentences.

There are four fundamental concepts that you should know in grammar. They are; subject, predicate, verb, article. The explanations and the examples are presented as follows.

a) Subject

The subject in a sentence is who or what you are discussing. Every sentence should have a subject.

b) Predicate

The predicate informs what the subject is or what it is doing. It is a phrase that contains a verb.

c) Verb

A verb is an action. Some common verbs are eat, drink, sleep, walk, run, see, watch, read, write, etc.

d) Article – A, An or The

“A”, “An”, and “The” are all articles.

An example that consist of four basics points of grammar is the following:

- (1) Ana eats a
snack today.
 Subject predicate-verb article
 object compliment
- (2) Ana is
an employee.
 Subject predicate-tobe
 article object

3) Vocabulary

Vocabulary is essential for EFL students, it behaves like bricks to a building. If the receptive vocabulary is rather restricted, the students can barely place the receptive vocabulary knowledge

into productive uses. Besides, the ability to remember words from one's mind may cover speaking fluency.

The other component is very crucial and it will show us the speaking ability of somebodies from the nature of the vocabularies that can communicate in a conversation. According to Hornby, vocabulary is the total number of words in a language, which implies that vocabulary plays an important role in speaking.

4) Fluency

Fluency is a speech-language pathology term that implies the smoothness or flow with which sounds, syllables, words and phrases are consolidated together when speaking quickly. "Fluency disorders" is used as a collective term for cluttering and stuttering. Both disorders have breaks in the fluidity of speech, and both have the fluency breakdown of repetition of parts of speech. Fluency disorders are most often complex in nature and they tend to occur more often in boys than in girls.

Language fluency is the degree to which one is fluent in a language. Someone is said to be fluent if they have a high level of language proficiency, most typically in a foreign language or another learned language, and more narrowly to denote fluid language use, as opposed to slow, halting use. In this narrow sense, fluency is necessary but not sufficient for language proficiency: fluent language users (particularly uneducated native speakers) may have narrow vocabularies, limited discourse strategies, and inaccurate word use. They may be Fluency is an ability to be understood by both native and non-native listeners. A higher level would be bilingual, which indicates one is capable of speaking two languages, either having learned them simultaneously or one after the other.

5) Comprehension

Comprehension is the power of understanding or an exercise aimed at improving or testing one understands of a language (written and spoken). It indicates that in comprehension the speaker and the listener have to understand the intended meaning of the speaker when he or she says something.⁴¹

B. Review of Previous Study

Presentation method on e-learning environment has been conducted by several previous studies. The descriptions are as follows:

1. A journal was conducted by Rofi'i and Nurhidayat in 2020 entitled "The Impact of English EFL Technology PowerPoint in Learning Speaking for English Pre-Service Teacher". This study aimed to investigate impact of English EFL technology PowerPoint in learning speaking. This research uses descriptive qualitative method to describe public speaking by using English with presentation. The result showed that presentation is interested in being implemented to deliver argumentative speeches. The students were more enthusiastic about learning to speak through presentation.⁴²

The similarity is the variable, English presentation. The difference is the object of research. The researcher will research at the high school level. While the journal is deals with higher education, for English pre-service teachers.

2. A journal was conducted by Novita in 2016 entitled "Improving Active Learning through Students' Powerpoint Presentations on Report Text Speaking Skill". This study was carried out to improve active learning through students' PowerPoint presentations on report text speaking skill in the third-grade students of class 9A of SMP N 1 Bandungan 2015/2015 academic year. The result stated that the implementation of active learning through

⁴¹ Iwashita et al., 25–26.

⁴² Rofi'i and Nurhidayat, "The Impact of English EFL Technology PowerPoint in Learning Speaking for English Pre-Service Teacher," 5.

students' PowerPoint presentations on report text in the third grade of class 9A of SMPN 1 Bandung year 2014/2015 can create English active teaching and learning process in speaking skill. There was 100% improvement in students' groupworks, they have been being active consulting with the teacher without a doubt.⁴³

The similarity is using presentation to investigate students' speaking skill. This is classroom action research. So the difference with the researcher's study is this only observed the implementation of presentation skills to improve speaking skill.

3. A journal was conducted by Kvinge in 2018 entitled "Playin' The Changes-A Jazz Approach to Researching Student-Teachers' PowerPoint Presentation". This study aimed to interpret students-teachers' PowerPoint presentation using concepts derived from jazz improvisation. The result showed that presentation model has been unidirectional because the students-teachers performed their presentation without inviting the listeners to participate in a dialogue.⁴⁴

The similarity with this study is the writer examines the same variable, it is presentation. The differences is its PowerPoint presentation that used by both students and teachers.

4. A thesis was conducted by Arniatika in 2018 entitled "Improving Speaking Performance through Pecha Kucha Presentation Method among The Tenth graders of SMA Muhammadiyah Pekalongan East Lampung". This study aimed to show the improvement of students' speaking performance using Pecha Kucha presentation method among tenth graders of SMA Muhammadiyah Pekalongan East Lampung. The result stated that there was

⁴³ Novita, "Improving Active Learning through Students' PowerPoint Presentations on Report Text Speaking Skill," 89.

⁴⁴ Øystein Kvinge, "Playin' the Changes — A Jazz Approach to Researching Student-Teachers' PowerPoint Presentations Playin' the Changes — A Jazz Approach to Researching Student-Teachers' PowerPoint Presentations," *Cogent Education* 38, no. 1 (2018): 16, <https://doi.org/10.1080/2331186X.2018.1461046>.

improvement in their speaking skill.⁴⁵ Pecha Kucha is the Japanese word for chit-chat, created by two architects in Tokyo namely Mark Dyham and Astrid Klein. They are young designers. Pecha Kucha is the electronic presentation format composed of 20 PowerPoint slides with exactly 20 seconds per slide and the total of the presentation need 6 minutes 40 seconds and it is delivered briefly and a chance for the presenters to speak more.⁴⁶

The similarity is the implementation presentation method. The difference is the pecha kucha is designed offline learning process.

5. A thesis was conducted by Sundari in 2018 entitled “The Use of Multimedia Powerpoint to Improve Students’ Speaking Skills at The Eleventh Grade of SMA N 1 Air Joman”. The research aimed was to find out the used of multimedia PowerPoint to teach speaking skill. The result showed that there was development in the students speaking skill. It showed from the mean of the pre-test was 56,8 the mean of post-test in the first cycle was 73,07 and the mean of post-test in the second cycle was 82,13. The percentage of the students’ score in the pre-test who got point up to ≥ 76 there were 4 of 30 students (13,33%) and the percentage of the students’ score in post-test of the first cycle who got points up to ≥ 76 there were only 15 of 30 (50%). It means there were was an improvement of about 36,7 %. Then, the percentage of the students’ score in the post-test of the second cycle who got points up to ≥ 76 there were 25 of 30 students (83,33%). It means that the improvement was about 33,33%.⁴⁷ From the data, it indicated that the use of multimedia PowerPoint in teaching speaking skill was effective, and the data above can be concluded that the students speaking skill have been improved by the use of multimedia PowerPoint. In

⁴⁵ Arniatika, “Improving Speaking Performance through Pecha Kucha Presentation Method among The Tenth Graders of SMA Muhammadiyah Pekalongan East Lampung,” 63.

⁴⁶ Arniatika, 15–16.

⁴⁷ Iin Sundari, “The Use of Multimedia Power Point To Improve Students’ Speaking Skills At the Eleventh” (Thesis, State Islamic University of North Sumatera, 2018), 6.

addition, the students were active, enthusiastic, in learning and they were active in discussion.

The similarity is using quantitative method and the same locus. The difference is offline learning.

6. A journal conducted by Ismail et al in 2017 entitled “The Effectiveness of Using an Online Presentation Platform in the Teaching and Learning of History”. This study aimed to investigate the students’ motivation in learning history through the use of Prezi in class. The result implied that promoting teachers to use Prezi in their teaching could lead to an improvement of students’ performance in history examinations.⁴⁸ Therefore, to improve the students’ historical knowledge and overall interest in the subject of history. The teachers’ motivation to use Prezi should be stimulated.

The similarity is online presentation The difference is the subject. This study refers to investigate the history lesson, while the researcher will conduct the English learning process.

7. A journal conducted by Purwanto and Tannady in 2020 entitled “The factors Affecting Intention to Use Google Meet Amid Online Meeting Platforms Competition in Indonesia”. This study aims to apply the Technology Acceptance Model (TAM) to investigate the factors affecting intention to use Google Meet amid online meeting platforms competition in Indonesia. This was applied for students of the master of management program at a university in Jakarta during Covid-19 pandemic to answer online questionnaires. The result stated that users who use Google Meet as a learning platform are easy, so they will perceive its benefits and it will increase a positive attitude towards the platforms.⁴⁹

The similarity is the online learning using one of the online platforms such Google Meet. The difference is the

⁴⁸ Zulbahrin Haji Ismail et al., “The Effectiveness of Using an Online Presentation Platform in the Teaching and Learning of History,” *Journal of Social Sciences, Humanities and Arts* 17, no. 2 (2017): 94.

⁴⁹ Purwanto and Tannady, “The Factors Affecting Intention to Use Google Meet Amid Online Meeting Platforms Competition in Indonesia,” 2829.

subject of research is for university students, while the researcher will conduct for senior high school students.

8. A Journal conducted by Setyawan et.al in 2020 entitled “Effects of The Google Meet Assisted Method of Learning on Building Student Knowledge and Learning Outcomes”. This study is aimed to investigate the effects of the google meet assisted method of learning on building student knowledge and learning outcomes while learning from home (SFH). The result of two-way MANOVA revealed that students taught using Google Meet media-assisted lecture method have post-test score building knowledge and learning outcome higher than comparison group.⁵⁰

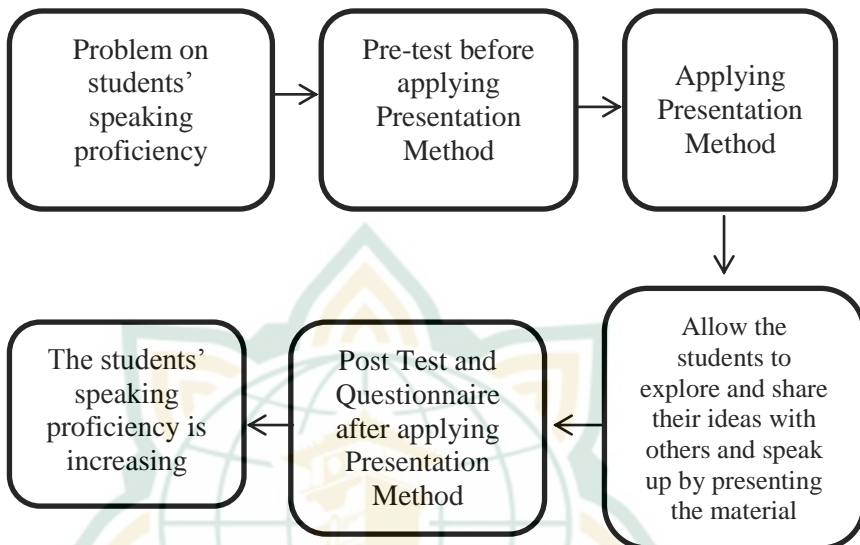
The similarity is using google meet and the research used pre-test and post-test for collecting data, the difference is the application for university students of elementary school teacher education study program at the University of Trunojoyo Madura in the academic year 2019/2020.

C. Theoretical Framework

This study adopted quantitative research and took place at MAN 1 Kudus. In this study, the researcher will examine presentation method on e-learning environment to improve students’ speaking proficiency in eleventh-grade students of MAN 1 Kudus. The purpose of this study is to explore the effect of presentation method on e-learning environment towards students’ speaking proficiency. Its method can help the students to build up their speaking proficiency. The teacher can apply presentation method on e-learning environment. The students can practice it in a group even one by one. It is designed by using online room meeting such as google meet, zoom or Whatsapp applications.

This study refers to two things, namely presentation method and English speaking proficiency. Then they will be mapped on the concept map below:

⁵⁰ Setyawan et al., “Effects of The Google Meet Assisted Method of Learning on Building Student Knowledge and Learning Outcomes,” 3924.



Picture 2. 1 Theoretical Framework

D. Hypothesis

1. H_0 : The quality of presentation method on e-learning environment at MAN 1 Kudus is good.
 H_1 : The quality of presentation method on e-learning environment at MAN 1 Kudus is not good.
2. H_0 : The quality of students' speaking proficiency at MAN 1 Kudus is high.
 H_1 : The quality of students' speaking proficiency at MAN 1 Kudus is not high.
3. H_0 : There are no significant and positive effects of presentation method on e-learning environment towards students' speaking proficiency at MAN 1 Kudus.
 H_1 : There are significant and positive effects of presentation method on e-learning environment towards students' speaking proficiency at MAN 1 Kudus.