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Using Creative Persentation in English Learning in Senior High School

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Abstract: Communication in education has a very important role. Learning a foreign language, such as English, is not an easy thing, especially for those who don't live in an English-speaking environment. Various learning methods have been carried out, but there are still many students in Indonesia find it difficult to speak English. This research is based on the observation that there are still many students in class XII MIPA 3 at SMA Putra Bangsa Depok, who lack or even do not have the ability to speak English, especially in speaking and using the right vocabulary. This study uses a teaching method by presentation to see how much students' abilities and their progress in English are. The purpose of this research is to show that this method can increase students' academic abilities. The method used is descriptive qualitative with case study techniques. The result of this research is that by using the percentage method, the students are able to improve their English academic, especially in grades, which can be seen from the difference between the mid and final test grades.

Key Words: English Learning; Teaching Method; Creative Persentation; Senior High School

Abstrak: Komunikasi dalam dunia pendidikan memiliki peran yang sangat penting. Pembelajaran bahasa asing, seperti bahasa Inggris memang bukanlah hal yang mudah, terutama bagi mereka, yang hidup tidak dalam lingkungan berbahasa Inggris. Berbagai metode pembelajaran telah banyak dilakukan, tetapi masih banyak siswa di Indonesia yang masih sulit berbahasa Inggris Penelitian ini berdasarkan pengamatan, bahwa masih banyak siswa di Kelas XII MIPA 3 at SMA Putra Bangsa Depok, yang kurang bahkan tidak memiliki kemampuan berbahasa Inggris, terutama dalam hal berbicara dan menggunakan kosa kata yang tepat. Penelitian ini menggunakan metode pengajaran dengan peresentasi untuk melihat seberapa besar kemampuan siswa dan kemajuan mereka dalam berbahasa Inggris. Tujuan dari penelitian ini untuk menunjukkan bahwa penggunaan metode presentasi dapat meningkatkan kemampuan akademik siswa. Metode yang digunakan adalah kualitatif deskriptif dengan teknik studi kasus. Hasil yang dicapai dari penelitian ini, bahwa dengan menggunakan metode presentasi, para siswa mampu meningkatkan kemampuan akademik, khususnya nilai bahasa Inggris mereka, yang dilihat dari perbedaan nilai mid dan final tes.

Kata Kunci: Pembelajaran bahasa Inggris; Metode Mengajar; Presentasi yang Kreatif; Sekolah Menengah Atas.

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INTRODUCTION

Communication is a contact relationship between individuals or groups. In everyday life, consciously or unconsciously communication is part of life itself, because humans communicate in their social life. Communication has a very important role in everyday life. In comparison, communication is as important as air to breathe. Since humans were born, humans have needed to exchange messages with their environment. This can be seen when the baby is hungry, sick and so on. Communication is also an important medium for personal and social formation or development. Through communication, humans grow and learn, discover themselves and others. Communication as a mechanism in the teaching and learning process is a phenomenon in the identification process. A psychological process that occurs in a person because the person concerned unconsciously imagines himself as someone else who becomes his idol, then imitates the behavior of the admired person. This is related to Dewi Kustanti (2016), who argues, that "Learning to teach is an activity that has educational value, it interacts that occur between educators and students so that good social interactions are established". Based on the quotation, in teaching, communication process occurs in students and also educators try to respond or assess the content of messages, actions, statements, feelings and place themselves as students in a condition like it happened in the students in class XII MIPA 3 at SMA Putra Bangsa Depok.

Language is a tool for communication, especially in teaching. Mastery of foreign languages is important in the current era of globalization. Language is a means of communication and a means of disseminating information. Mastering a foreign language means expanding the opportunity to interact and get information from other parts of the world. The opportunity to gain wider knowledge is also wide open for people who understand and can speak foreign languages. There are many references, technology, and scholarships that we can study and get with a foreign language as one of the prerequisites. Through language mastery, good communication will also be built. In the era of disruption, mastery of languages is needed, one of which is English. It aims to make students capable of mastering the English language. To achieve this target, students experience various obstacles, such as low mastery of vocabulary in English, lack of motivation in learning English, difficulty in building communication in using English, and other factors. The problems faced make it difficult for students to adapt to learning English.

Learning a foreign language, in this case English will be very useful for the students. Their potential and abilities will increase as well. It will give good results for their academic and also their life. Proficiency in English is a requirement and need in the era of globalization. According to Panjaitan (2013) English language teaching at the secondary level serves as a means of self-development of students in the fields of science, technology and art, so that after completing their studies, students are expected to grow and develop into independent, intelligent, skilled and their personality.

The reality shows that English learning activities have not been implemented optimally so that it requires the application of an effective and efficient learning model in order to increase the participation and ability of students. In addition, teachers of English subjects have not utilized learning media optimally when teaching which is indicated by the absence of power point media and other teaching aids even though learning media can attract and direct the attention of students to concentrate on the content of lessons related to the meaning conveyed. The main problem in learning English is a lack of self-confidence, because the vocabularies and sentence structures are different from Indonesian. It makes many Indonesian students get afraid to learn. These lacks then makes them dislike. As a result, it is difficult for them to master English. Although various methods have been used to increase students' interest in learning

English, many problems are encountered in the field. For this reason, it is necessary to conduct research on the problems faced by students in learning English.

In teaching English, many problems occur, which until now have not been solved. These obstacles can lead to less than optimal student learning outcomes. Related to this, Megawati (2016) stated that: "Besides psychological barriers, there are three language elements that play an important role in supporting these four skills, namely pronunciation, vocabulary, and grammar. All of these things, which have always been an obstacle to learning English Lack of teaching media also affects students' interest in learning, teachers must prepare their teaching media which indirectly adds to their own expenses. However, the teacher is very happy to teach his students. It is the responsibility of the school to provide an ideal teaching environment. Another drawback is the lack of language laboratory facilities and a library that does not meet the standards.

Foreign language learning requires appropriate learning strategies in order to take place effectively and efficiently. According to Schumaker & Deshler (2006), learning strategy is an individual approach to a task. This implies that learning strategies are individual and each individual who has recognized the right learning strategy is able to choose the right way of learning new things, including language. This is expressed by Cohen in Nida Mufidah (2017, 3), that learning strategies provide direction and help students to increase knowledge and understanding of the target language. Related to teaching foreign language, there are several strategies. As for the characteristics of learning according to Oemar Hamalik (2002, 67), namely the first there is a plan covering the arrangement of manpower, materials and procedures, which are elements of the learning system in a special plan. The second thing is the interdependence between elements of a harmonious learning system in a whole. The last thing is to create learning that has certain goals to be achieved

The purpose of this research is to show that this method can increase students' scores. By using the presentation method, the researcher sees this in line with constructivism philosophy. This can be proven by the statement of Dianti and Widana (2017) stating that the philosophy of constructivism has the following characteristics: first, the development of knowledge for students can be done by the students themselves through research activities or direct observation so that students can channel new ideas. According to experience by finding facts, that are in accordance with theoretical studies. The second thing is that the knowledge obtained must be related to the experience that exists in the learner. Then, each student has an important role in determining what they learn. The last thing is that the teacher's role is only as a guide by providing what material or concepts will be studied and providing opportunities for students to analyze according to the material being studied.

METHOD

The research uses a qualitative descriptive method. Regarding this method, Sugiono (2012, 9) states, that: qualitative research as a research method based on the philosophy of post positivism, is used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques with triangulation, data analysis is inductive or qualitative, and qualitative research results emphasize meaning rather than generalization. This research was held at SMA Putra Bangsa, Depok. In accordance with the title in this study, the object to be examined in this study is the increase in the value of students in class XII MIPA 3 at SMA Putra Bangsa Depok in learning English. The score is seen through the score of the mid and final test results.

Meanwhile, to analyze more deeply, the researcher uses a case study technique. The reason for using this approach is because case studies are special phenomena that exist in a limited context, even though the boundaries between phenomena and contexts are not completely clear. In this study, the instrument was in the mid and final tests dealing with the kinds of problems that students encounter in English learning. Both mid and final tests aimed to identify students believes, opinion, and attitudes toward English learning.

The procedures of this study were firstly, the observation was done during the learning process to identify the problems in learning English. Next, some learning activities using presentation method were applied. Then, the tests were conducted to analyze the students' results in learning English using presentation method.

RESULTS AND DISCUSSION

In a research success rate of a method in learning for students will be seen through the mid test and final assessment. The beginning assessment in this was taken from the mid test scores, which are listed in the Table 1:

Table 1. Mid Test Score

1st Table			
Mid Test Score			
Score	Category	Frequency	Percent
80 – 100	Excellent	8	22%
70 - 80	Good	7	19,4%
60-70	Poor	12	33,3%
Less than 60	Worst	9	25%

This research is based on reality, that there are low scores obtained among Indonesian student, especially in senor high school There are still many Indonesian students who are less able to speak English; it shows that there has been a failure in the English learning process. This failure must be addressed immediately, because the ability in learning to understand the meaning and content in simple short transactional and interpersonal conversations using a variety of spoken language accurately, fluently and acceptable to interact with the closest environment which involves speech acts expressing and responding to doubts and asking for repetition is the key. the success of a student in solving a problem both learning problems at school and in everyday life. However, if someone misinterprets a word or sentence, there will be misunderstanding and fatal consequences, especially for their future.

To present a quality learning process, a teacher is not only required to master the material and classes, but an educator must master several learning models that can support learning activities where the model must be able to create a fun, challenging, active atmosphere and motivate students to follow the learning process. Currently, teachers are required to innovate to apply new learning models that are in accordance with learning objectives, not only being able to apply one learning model. In the learning process, the measuring instrument for achieving learning objectives is the learning outcomes obtained by students. Various language learning strategies that have been discussed are general language learning strategies. Supriyatmoko, I (2010) states, that Language learning strategies are divided into two, as follows: direct language learning strategies and indirect language learning strategies. Direct strategies consist of memory strategies, cognitive strategies and compensation strategies, while indirect strategies consist of metacognitive, affective, and social strategies.

Learning English is carried out through several assessments. The learning process that includes these four aspects has obstacles that affect the results of learning English. With the

presentation method, you can see not only the speaking aspect, but also the listening aspect. Aspects of listening and speaking are related to each other. There is no listening activity without speaking. The presentation method can be done with several strategies, which can be seen in the Table 2.

Table 2. Strategy in Presentation Method

Strategy types	Realization	Activity management
Cognitive Strategy	– How to receive and send messages – Analyze and reason	– Use learning resources – Guiding students to think deductively – Translating ability – The ability of students to receive and send messages in learning
Metacognitive Strategy	– Focusing students' attention in learning – Study planning – Learning evaluation	– Review and relate to previous material. – Teachers need to pay attention – Postpone speech production – Set goals and objectives – Identify the purpose of the presentation task – Plan the assignment of things to be presented – Opportunity to practice – Monitoring – Progress evaluation
Memory Strategy	– Create a mental connection – Give visual and sound effects – Review well	
Affective Strategy	– Reduce anxiety – Instilling the courage to speak in presentations – Ability to control emotions	– Prioritize relaxation, deep breathing and meditation – Use humor – Make a positive statement – Take the risk of being asked by friends out of topic – Respect yourself – Using body language – Discuss the feelings that arise
Competency Strategy	– Encourage students to overcome limitations in speech and writing	– Combine into Indonesian – Students are allowed to ask for help – Use facial expressions/gestures – Avoid communication completely – Choose the appropriate topic – Customize and estimate messages – Ability to create new words – Use description
Social Strategy	– Student activity – Cooperation ability – Empathy	– Clarification or verification – Asking for correction with peers – Ability to ask teacher – Develop cultural understanding – Be aware of other people's feelings and thoughts

Table 2 it can be seen that the presentation brought strategies to learn speaking skills, increase vocabulary, read and listen in English. In addition, this method also builds students' courage and confidence. This shows that speaking skills are complex in the sense that they involve mastery of vocabulary and grammar. In addition, speaking skills are difficult to separate from students' daily lives. Some of the advantages of the presentation learning model provide benefits to students being able to better remember their information and knowledge. The second benefit is that the presentation model is able to develop problem solving skills, critical thinking,

and communication skills. Then, this learning model is able to develop an integrated knowledge base. The students also enjoy the learning situation, so this model can increase motivation. In addition, this model is able to increase cooperation in group work. Then, the presentation model is also able to develop learning strategies and improve communication skills. The results of holding a learning model with this presentation can be seen from the final results of the test scores, which can be seen in the Table 3:

Table 3. Mid Test Score

<i>1st Table</i>			
<i>Mid Test Score</i>			
Score	Category	Frequency	Percent
80 – 100	Excellent	18	6,12%
70 - 80	Good	14	4,76%
60-70	Poor	2	0,68%
Less than 60	Worst	0	-

This is due to the demands of students to present the task of presentation. This is because the presentation held is a discussion of the chapters contained in the textbook. On the other hand, the presentation also has several weaknesses, including: when students do not have interest or do not have confidence that the problem being studied is difficult to solve, then they will feel lazy to try. The second thing is that the success of this percentage learning model requires enough time from preparation and implementation. Third, without understanding why they are trying to solve the problem being studied, they will not learn what they want to learn. Then, the percentage model cannot be applied to every material. The next weakness, because in a class that has a high level of diversity of students there will be difficulties in the division of tasks, which requires the ability of teachers who are able to encourage the work of students in groups effectively, meaning that teachers must have the ability to motivate students well.

To find out the level of students' achievement or the ability of students in a subject, the teacher uses a learning achievement test. This is related to Benjamin S. Bloom in Juliana, et.al (2020), which suggests that there are three domains that are domains in improving learning achievement, namely cognitive, affective and psychomotor. Each domain of learning achievement. The first is the cognitive domain, relating to intellectual learning outcomes which consist of six aspects, namely knowledge, understanding, application, analysis, evaluation, and creation. The second is the affective domain, with regard to attitudes and values. The affective domain includes five levels of ability, namely receiving, responding or reacting, judging, organization and characterization with a value or value complex. The last is the psychomotor domain, which includes motor skills, manipulation of objects, neuromuscular coordination.

Based on the observations that the researchers found, the method of presentation and tests in learning English was carried out in the MIPA 3 class at SMA Putra Bangsa through the presentation method and the tests. Presentations and tests are carried out by discussing a subject matter to be delivered. In its application, this activity begins with the teacher's explanation of a subject matter. At this stage students have been given the opportunity to compile material to make PPT used in presentations and ask questions and give their opinions. All the activities using the presentation method, then will be tested in mid and final test to know the result of applying the method.

Through this research and through the differences in the results of the students' grades, which can be seen in the two tables above, it can be proven that this system emphasizes students to work together in groups so that each group member understands the results of their group work and is responsible for the results. the work so that by itself students feel themselves to be actively involved in the learning process, is to be conveyed, how students are able to accept

various opinions received and conveyed by other people or groups and then analyze them together so that they bring up the most ideal opinions or even do not get the most ideal opinions. Next, the teacher gives a conclusion on the course of the discussion of the material. From this research, it was found that the presentation method can be used to check students' understanding of the subject by involving more students in studying the material covered so as to improve academic mastery and critical thinking skills. The educational goals can be seen from the success of the learning process which can be measured through learning outcomes, namely the results obtained through an independent English learning activity and the tests to find out how far the learning objectives have been achieved.

The results of the research prove that by using presentations the students' abilities include things, such as: firstly reading, to make a good presentation, students inevitably have to read books related to the topic. Second is writing, after a lot of reading and observing, the students' understanding of the English material discussed will certainly increase. The last thing is speaking, by practicing speaking, students are encouraged to use good grammar so they are not embarrassed when they speak when doing presentations. Good grammar will be meaningless if students never practice it in conversation. Since the purpose of language is to communicate, they must learn to communicate the meaning orally in English. From the tests investigated above, the students who use the presentation method in their English learning activities can support them to understand, enhance and increase their language skills in academic grades significantly.

CONCLUSION

It can be concluded that the students in learning English are always constrained in the level of courage, pronunciation, vocabulary and language structure. Furthermore, to overcome lazy students learning English, they must create a comfortable learning environment, diligently memorize vocabulary, get used to speaking English starting from daily conversation and practice repeatedly so that they are feel comfortable to use it int their daily conversation. This research has proven that presentations have been able to increase the grades of English in class XII at SMA Putra Bangsa Depok. This can be seen from the changes in the mid and final test scores. This also proves that by using presentations in the language learning process at school, students are able to develop their abilities vertically, not horizontally. That is, the students have been able to express the message completely even though it is not perfect. The longer this ability becomes more perfect in the sense that the structure becomes perfect, the choice of words is more precise, and the sentences are more varied.

Some recommendations for the teachers can apply their learning activities using presentation method creatively because it helps them not only improve their English language skills but also increase their academic grades. Students are required to be creative to use creative method related their studies supporting their academic skills to gain good results for and use creative resources in learning English will certainly help the students to be more productive, active and better in the future.

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