

Chapter Four

Findings and Discussion

This chapter discusses findings and discussion. This chapter conducted based on the data taken by the research. There are three main findings based on the result of the data. The first finding is the types of oral presentation that students have experienced; the second finding is the purpose of oral presentation based on students' perception; and the third finding is the advantages of doing oral presentation based on students' perception.

The Types of Oral Presentation that the Students Have Experienced

Based on the data, there are two kinds of oral presentation. Those types are guided oral presentation and free oral presentation. The researcher identified the types of oral presentation based on who is the one providing the oral presentation materials. If the students provide the materials, it means they have free oral presentation. If the teachers provide the materials they may have guided oral presentation.

Guided oral presentation. According Al-Issa and Al-Qubtan (2010), students in guided oral presentation are guided in term of deciding the topic for doing oral presentation. Based on the result of the data participant number two, Rara stated, "sometimes the material provided by the lecturer" (P2. 2). This statement was also stated by participant number three. Nissa stated, "There are also materials provided by the lecturer. Materials provided by the lecturer are like just a title. For example group A need to present about CLT. So they need to search and expand those materials with their understanding" (P3. 2). From those statements, researcher concluded that there was implementation of guided oral presentation in their classroom.

Free oral presentation. Beside the implementation of guided oral presentation, the researcher also found that they have free oral presentation. Based on the result of data, participant number one, Jaka stated, “In our last presentation activity which in academic presentation subject is about summarizing some article and present it based on our summarization” (P1. 2). He also said, “For the materials, students are able to choose it. It can be the article from the internet, and it can be from the result of the students’ work. So it is optional” (P1. 3). Based on Jaka’s statement, some of oral presentation activities allow students for deciding what kind of topic or materials that they want to present. This statement was also stated by participant two Rara and participant number three Nissa. Rara stated, “sometimes students choose what materials they want to present” (P2. 3). Participant number three Nissa stated, “There are presentations materials that students need to search” (P3. 1). Based on those statements, the researcher concluded that one of oral presentation activities that the students have experienced was free oral presentation. Those participants’ statements also related to Al-Issa and Al-Qubtan. According to Al-Issa and Al-Qubtan (2010), students in free oral presentation have freedom for deciding the topics that they want to present.

Based on the result of the data above, the researcher concluded that the types of oral presentation experienced by the participants were guided oral presentation and free oral presentation. The implementation of those types oral presentation also identified by the researcher. There were individual presentation and group presentation experienced by those participants. Participant number one Jaka stated: First there is individual presentation, and there is group presentation. We present based on our work result. The work result it can be the result of our paper. Group presentation is usually divided into several parts. So for example, in

presentation there are five parts that need to present and there are five persons. So in group presentation these five parts that need to present are distributed to each person in group (P1. 1).

This statement also related to participant number two Rara. She stated, “We usually held a group presentation, and there is also individual presentation. So we go to in front of the class and explain what materials that we want to present” (P2. 1). According to Al-Issa and Al-Qubtan (2010), oral presentation is able to implement with group or individual depends on the topic, number of the students, and depends on aims or objective those teachers want to achieve.

The Purposes of Doing Oral Presentation based on Students’ Perception

Based on the result of data, the purposes of doing oral presentation based on students’ perception are for practicing students to learn autonomously, becoming a tool of assessment, practicing students’ oral presentation skills, practicing students in communication, practicing students’ speaking skills, and improving students’ confidence. The explanations are presented as follows:

Oral presentation activity purpose is for practicing students to learn autonomously.

Based on the result of data, participant number one Jaka stated, “The purpose of presentation task that was given by the lecturer made students to do autonomous learning. The student learn their subject by them self. So it is for their understanding toward the learning material that was given to them” (P1. 4). That above statement related to Brooks and Willson (2014) who said that students has ability to select the language items that they want to use in presenting, and students decide how they present their presentation in oral presentation activity. Based on that statement, the statement from participant number one Jaka may triggered by the oral presentation activity experiences.

Oral presentation activity purpose is becoming a tool of assessment. The other data showed that oral presentation is a tool to assess students for the teacher. Jaka stated: After that maybe, the purpose of presentation task is to relieve lecturers' works, so they are easier for giving score to the student. With presentation activity the lecturer is able to assess students based on their performance while doing oral presentation such as manners, visual aids and many more. Beside that the lecturer knows how far students understanding are (P1. 5, 6).

The statement participant number one is related to the oral presentation activity as one of learning activities in approaching the goal of communicative competence. According to Richards and Rodgers (as cited in Ozsevik, 2010, p. 27) CLT started with a theory of language as communication and its goal was to develop learners' communicative competence. Thus, it is possible for the teacher to assess students based on the communicative competence.

Besides that, participant number one also stated about manners and visual aids which included in oral presentation aspect. According Brooks and Wilson (2014), visual aid is the one of the aspect of oral presentation activity which supports the presenters' talks. Visual aids are possible to assess by the teacher by seeing the effectiveness and appearances in oral presentation activity. Manners are also possible to assess by the teacher which can also identified as body language. According to Al-Issa and Al-Qubtan (2010), students need to aware of body language and encouraging them to use body language to make the others students confident about the knowledge that delivered by the students who are presenting. Based on that statement, teachers are possible to assess students by seeing students' body language while presenting. Rara also described that the oral presentation activity was an assessment for the students in this department. She stated, "The problem is I get nervous while presenting in front of people and it

is assessment. So assessment is a must and when it is a must, it becomes used to doing it”(P2. 14).

Oral presentation activity purpose is for practicing students’ oral presentation skills. Oral presentation purposes to train students’ oral presentation skills based on students’ perception. Participant number two Rara stated, “It is purposed to make us used to presenting in front of people and it was practicing us for organizing the materials that we want to present” (P2. 4, 6). Based on her statements, oral presentation activity experienced by her made her used to do oral presentation activity, and it trains her for organizing the materials for oral presentation. In oral presentation activity, students expected to understand how to do the oral presentation. It can be concluded that presentation activity is used to train the students to practice students’ oral presentation skill. This statement also related to Al-Issa and Al-Qubtan (2010) who stated that oral presentation activity preparing students with marketable skills for future career which is oral presentation skills.

Oral presentation activity purpose is for practicing students in communication. Based on the result of data, oral presentation purpose is to practice students in communication. Participant number two Rara stated, “Its’ purposed to communicate with others” (P2. 5). Based on her statement, she thinks that oral presentation purpose was to practicing students in communication. This perspective may triggered by the oral presentation activity experienced by her. Oral presentation activity may provide her opportunity to communicate with others, and it becomes practice based on her perception. This statement also related to Brooks and Wilson (2014) who stated that oral presentation becomes an opportunity for students to communicate with others in natural way.

Oral presentation activity purpose is for practicing students' speaking skills.

Another finding shows that oral presentation purpose based on students' perception is to practice students' speaking skills. This statement was stated by participant number two Rara. Rara stated, "It tends to speaking skills and communicating with people" (P2. 7). Based on her statement, she claimed that oral presentation purpose was is to practice students' speaking skills. This perspective may trigger by the oral presentation activity that require students to speak up. This perspective was also stated by participant number three Nissa. Nissa stated, "I think the purpose is for practicing speaking" (P3. 3). Those data were also related to Levis and Grant as cited in Siriphotchankorn (2005) who mentioned that oral presentation could help students to improve their speaking skills.

Oral presentation activity purpose is for improving students' confidence. Based on the result of data, the purpose of oral presentation based on students' perception is to improve students' confidence. Participant number three Nissa stated, "And it is for practicing students' confidence" (P3. 4). Based on her statement, she thinks that confidence is needed for doing oral presentation activity, and it makes her believe that oral presentation aim to improve students' confident. Her statement also related to Al-Issan and Al-Qubtan (2010) who said that oral presentation prepared students with courage and confidences.

The Advantages of Doing Oral Presentation based Students' Perception

Based on the result of the data, there are seven advantages of doing oral presentation based on students' perception; oral presentation is increasing students' public speaking skills, facilitating students to gain knowledge, improving students' confidence, practicing students' oral presentation skills, practicing students in communication, increasing students' writing skills, and increasing students' reading skills.

Oral presentation increases students' public speaking skills. Based on the result of data, the advantage of doing oral presentation is increasing students' public speaking skill. Participant one Jaka stated, "The first maybe is increasing public speaking. The more the frequency, the better is the public speaking is" (P1. 7). This statement was also stated by participant number three Nissa. Nissa stated, "Public speaking is needed so at least we are brave to speak in public" (P3. 5). Based on those statements above, oral presentation activity is increasing students' public speaking skill. This kind of advantages may provide by the activity of doing oral presentation because the students in this activity must stand in front of the class and deliver their presentation orally. According to Ryan (2005), oral presentation is when you are standing in front of people and giving information. With the situation of doing oral presentation, oral presentation challenges students to use their public speaking skills and make their public speaking skills increase. The interesting part of this data, participant number one Jaka also claimed that the more the activity of oral presentation, the better is the public speaking is.

Oral presentation facilitates students to gain knowledge. The oral presentation activity facilitates students to gain knowledge. This data was claimed based on participant number one statement. Participant number one Jaka stated, "The advantages of doing presentation are, we are able to explain some points comprehensively. So presentation activity makes us practice to explain something comprehensively just by seeing one point" (P1. 11). Based his statement, oral presentation was facilitating him to gain knowledge. This advantage may provide in preparing oral presentation. In oral presentation preparation they have to search specific information related to their presentation topics before presenting it, and it is increasing their knowledge (Al-Issa & Al-Qubtan, 2010).

Oral presentation improves students' confident. Based on the result of the data, oral presentation activity improves students' confidence. Participant number one Jaka stated, "Most of people nervous while speaking, with the presentation, people helped to encounter their nervousness" (P1.12). Based on his statement above, oral presentation activity helps him to encounter his nervousness while speaking. Jaka's statement also related to participant number two Rara. Rara stated, "So it makes us more confident. We need to prepare, it means we prepared before we do the presentation and it make us more confident" (P2. 8, 11).Based on her statement above, participant number two Rara also agreed that oral presentation activity improves her confidences. Participant number three Nissa also agreed about the oral presentation activity improves her confidences. Nissa stated, "Based on that activity, the one is really influencing for me is confidence in using English language" (P3. 6). Nissa also stated, "The one of the factor that makes me confident in using English language is the frequency of presentation activity in the class" (P3. 7). Based on Nissa's statements above, oral presentation activity improves her confidences for using English language, and the frequency of oral presentation activity is really influencing her confidence. According to Weck (as cited in Siriphotchankorn, 2005) this kind of advantage is caused by the oral presentation frequencies that implemented in the classroom. Based on those data oral presentation activities makes students more confidence for speaking in front of people. The oral presentation activity also helps students for overcoming their fear and their nervousness. The more the oral presentation activities, the more confident students are.

Oral presentation trains students' oral presentation skills. Based on the result of the data, oral presentation activity trains students' oral presentation skills. Participant number one Jaka stated, "For the language skills, the language is more organizedso when we do presentation,

we are get used to outline in oral presentation activity, it makes our delivery more measureable” (P1. 8). Based on participant number one Jaka, oral presentation activity trains his oral presentation skills, because he described his statement above based on his experiences while doing oral presentation. The oral presentation activity makes him more organized while delivering his presentation. He also claimed that the outline helped him more organized in delivery. The outline usually puts inside of the power point slide. The power point slide is the one of the aspects of oral presentation activity which included in visual aid as supporting tools in oral presentation activity (Brooks & Wilson, 2014). It means students need to learn how to make a good visual aid for their presentation before doing the oral presentation.

By the knowledge of oral presentation aspects, they know how to do a good oral presentation, and it makes their oral presentation skills increase. Participant number two Rara stated that oral presentation activity made her aware of time management while performing oral presentation. Rara stated, “It tends to time management. In my presentation it has time limitation” (P2. 9). By identifying her statement above, time management included in doing oral presentation. Her statement above was related to (Nadia, 2013). Oral presentation is a part of spoken language and it designed to inform or persuade with a time limitation. Hence, time is one of the elements of doing oral presentation that need to be managed. By managing the time, students who become presenters perform a good oral presentation and make their oral presentation skills increasing.

Oral presentation trains students in communication. Based the result of data, oral presentation trains students in communication. Participant number two Rara stated, “The communication getting better” (P2. 12). Based on her statement, the oral presentation activity made her communication got better. According to Brooks and Wilson (2014) oral presentation

activity becomes an opportunity for students to speak in natural way with others. The opportunity to students for speaking, it makes them practice their communication.

Oral presentation increases students' writing skills. Based on the result of data, oral presentation increases students' writing skills. Participant number two Rara stated, "There are advantages of doing presentation toward writing skills. It is because of we make power point in doing presentation. So we need to make our deliveries simple and clear. It is like paraphrasing skills" (P2. 13). Based on her statement above, oral presentation increases her writing skills. Participant number three also agreed about increasing writing skills as the one of advantages of doing oral presentation. Participant number three Nissa stated, "I think it is also influencing writing skills, it is because in the process of making power point. In making power point the error will be corrected by the lecturer" (P3. 8). Based on those participants' statements above, the increasing of writing skills caused by the activity while preparing their oral presentation which in the process of making power point. According to Brooks and Wilson (2014), oral presentation provides students with writing activity which is in preparing their presentation. In preparing their oral presentation they have to write appropriate information on their power point slide that related to their presentation topics, and it is become a practice for students to increasing their writing skills.

Oral presentation increases students' reading skills. Based on the result of data, oral presentation increases students' reading skills. Participant number three Nissa stated, "For reading skills there is identifying vocabulary from the article or journal. I think it is influencing reading skills" (P3. 9). Based on her statement above, oral presentation activity increases her reading skills when she identifies vocabulary from the article or journal for her presentation and makes her reading skills increase. According to Saezong (2005), in oral presentation preparation

students need to search specific information related to their presentation topics. In their searching of information, it gives them an opportunity to use their reading skills, and it increases their reading skills.

Based on those findings above, there are two types of oral presentation experienced by the participants. Those types of oral presentation were guided oral presentation and free oral presentation. The participants also gave their perception about the purposes of doing oral presentation. The data about the purposes of doing oral presentation based on students' perception were showing that oral presentation activity may give different perspective among them. The differences of perspective among students were also influencing their perspective about the advantages of doing oral presentation. Based on those data, it is important to give students the explanation about the purpose and the advantages of doing oral presentation before implementing the oral presentation activity to achieve the advantages of doing oral presentation.