

# **Students' Perception on the Advantages of doing oral presentation**

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## **ABSTRACT**

This research aims to investigate the students' perception on doing oral presentation. This research was conducted at one private University in Yogyakarta. Three students became the participants in this research. Those participants were students of English Language Education Department. The researcher adopted qualitative research method, and the method under qualitative research used in this research was descriptive qualitative. The data were collected using interview. The data were

## **INTRODUCTION**

Oral presentation is one of the ways to give information to other people. There is much information that we can share using presentation. However, the oral presentation is not just only for sharing information but is also used for promoting a new product or

analyzed using coding. Based on the data, there were three main findings. Those findings were the types of oral presentation that the students have experienced, the purposes of doing oral presentation based on students' perception, and the advantages of doing oral presentation based on students' perception. The result data showed that the oral presentation gives a lot of advantages based on students' perception.

*Keywords:* students' perceptions, advantages, oral presentation

innovation. Some presentation explanations are usually using a projector to provide a better view for the audiences. The oral presentation has an important role in some career fields. With the needs of oral presentation in some careers fields, the employee should have skills in doing an oral presentation and be able to perform it. Some

employees are fresh graduate students from universities. This makes the oral presentation in universities academic is important.

According to Fallow and Steven (as cited in Živković, 2014) with the challenging economic situation, a fresh graduate must have employability skills and it is not just academic knowledge. Employability skills include communication, presentation, problem-solving, and critical thinking.

Besides, oral presentation is also implemented in education. It is based on its benefit in learning language. In the process, oral presentation is prepared by the students. Students must search the information about their presentation topic. There will be a chance for students to find new things in their searching. There will be new information, new vocabulary, and new technical term that are correlated with their presentation topics. It makes students have to find the meaning of words, sentences and how to pronounce them. It is because they have to deliver it orally.

Presentation activities are often implemented in English Language Education Department (ELED) in one of the private universities in Yogyakarta, Indonesia. Since the beginning of the semester until the seventh semester, most of the subjects use the presentation as a learning technique. This learning technique was experienced by the

researcher as a student while studying in this Department. There is more than one subject putting presentation as learning technique in this department. There were 47 subjects taken by the researcher starting from the first to seventh semester as students of this department. Forty subjects used the presentation as one of the learning techniques. In 40 subjects, each subject may require more than one presentation to be done by the students of this department. Presentation in this department classroom is mostly done with a group work. Group work for presentation basically, puts 2-5 members for each group. Each group member has their own roles. For examples, one of the members becomes a moderator and the others become the presenters. Presenters of the group usually give their parts equally for each presenter to make it easier and balance. With presentation routines in this department classroom, the students are expected to understand how to do a presentation and using the English language. From those circumstances that are happened in this department classroom, the researcher thinks about what are the students' perceptions about doing oral presentation. This research need to be done to get an insight of the oral presentation activity among students based on students' perception.

Oral presentation commonly becomes a burden for some students. This phenomenon is also felt by the researcher and the other students. There are some students who choose to memorize the material that will be presented in one night before the presentation day. Sometimes, they forget to get enough sleep and doing an oral presentation with a not well-rested condition. This can be worst when there is more than one subject that gives an oral presentation as a task and the due date is close. Because in this Department, there were 47 subjects taken by the researcher and there were 40 that using the oral presentation as learning technique start from the beginning of semesters to the seventh semester.

Based on those errors, challenges, and the frequencies of oral presentation activity in this department, those things above make the researcher think that oral presentation is a difficult task. Moreover, those things above also makes the researcher thinks that why oral presentation activity was needed to be done by students in this department and what makes oral presentation activity is important to be done. Based on that question, researcher thinks about what are the students' perceptions about doing oral presentation. Thus, in this research, the researcher is trying to find out what are the students' perceptions about doing oral presentation.

Communicative language teaching (CLT) is one of the methodologies in teaching in which its goal is to develop learners' communicative competence. According to Richard and Rodgers (as cited in Ozesvik, 2010), CLT started with a language as communication and its goal was to develop learners' communicative competence. In approaching the goal of communicative competence, CLT must provide the activities that are purposed to give students an opportunity to practice their communicative skills meaningfully in different context (Ozesvik, 2010, p. 28). In CLT, meaning is the prime of the importance (Ozesvik, 2010, p. 28). According to Richard (2006), communicative competence includes the aspect of the language knowledge. The person who is having communicative competence knows how to use language in different purpose and function. This person knows how to use language in different situation appropriately and know his talking partners by deciding the language that would be used whether it is formal or informal. This person also knows how to produce and understand the types of texts. Those types of text in example are narrative, reports, interviews, and conversation. According to Harmer (as cited in Siriphotchanaorn, 2005, p. 4) activities in CLT classroom provide learner with oral

activities in various situations and it will give learners oral proficiency that can be used in various situations. The activities that are included in CLT are games, interview, group discussion, debates, role-plays, dramas and oral presentation.

Oral presentation is a part of spoken language and is designed to inform or persuade with a time limitation. In addition the speakers can support their talks with visual aids (Nadia, 2013). According to Ryan (2005) oral presentation is when you are standing in front of the people and giving information. Oral presentation is not similar as reading a paper with loud voice in front of the people but it is more like talking to the audiences. Oral presentation is similar with speech but it is less formal and shorter. Oral presentation usually provided with visual aid to help the audience to keep following it. Oral presentation is usual speech that is given in business, technical, professional, or scientific environment (Mandal, 2000 as cited in Nadia 2013, p. 8). On the other hand (Eggleston, 2003 as cited in Saezhong, 2005, p. 15) stated that when someone is asked to appear in front of more than one person, in a purpose of explaining and convincing, it means they have got a presentation. Based on those statements above, oral presentation is a part of spoken language that is similar to speech but is less

formal and is designed to inform or persuade with time limitation which is delivered in public directly.

There are three types of oral presentation that can be implemented for learning language. According to Al-Issa and Al-Qubtan (2010) there are three types of oral presentation which is controlled, guided and free. Oral presentation is able to be implemented with group or individual depends on the topic, number of the students, and aims or objective that the teachers want to achieve.

*Controlled oral presentation.* Students doing this oral presentation usually start from beginner to elementary in their proficiency level. Topic is decided by the teacher that will be appropriate for his students. Grammar, vocabulary, and time allotment should be related to students' proficiency level. Students may bring their presentation with simple tools such as paper.

*Guided oral presentation.* Students doing this types of oral presentation can be classified as the lower-intermediate or intermediate level of language proficiency. They should not be expected to use advance structural and lexical items at this stage. In this oral presentation students are guided in term of deciding the topics and they should be guided to appropriate level of grammar.

Students in this level can prepare their presentation with PowerPoint or projector if it is available.

*Free oral presentation.* In this presentation, students are expected to have upper-intermediate to advance levels of proficiency. Students in this type of oral presentation should be given a freedom in deciding their topics and they can use any kind of language level.

Oral presentation gives a lot of advantages to the students. One of the main advantages of using oral presentation in the classroom is students-centered. When the students do the oral presentation in language classroom that student has direct control both of content and flow of the classroom (Apple & Kikuchi, 2007, as cited in Wilson & Brooks, 2014, p. 513). Besides, the students has an authority in deciding what kind of words or sentences that they want to use in presenting their topics and deciding how they are explaining the topic (Brooks & Wilson, 2014). In oral presentation classroom activities, the students has two roles which is as a teacher and as a students. The students who are standing in front of the class providing information to their classmate means they are a teacher now and when they are sitting as audiences in the class it means they are a student (Brook & Wilson, 2014).

The second advantage is during oral presentation preparation. Oral presentation preparation makes students use their reading skills, writing skills, and in addition increasing their knowledge. According to Saezong (2005) in oral presentation preparation students need to search specific information related to their presentation. In their searching of information it gives them an opportunity to use their reading skills. Besides, Al-Issa and Al-Qubtan (2010), investigated with oral presentation students can get knowledge through learning English because they have to find specific information in English related to their oral presentation topics before presenting it. Oral presentation preparation also provides students with a writing activity which is in oral presentation preparation. While they are preparing their presentations they have to write the appropriate information about their presentation topics in power point slides (Brooks & Wilson, 2014).

The third advantage is oral presentation becomes an opportunity for students to communicate with others in natural way and its increase students' speaking skills. According to Brooks & Wilson (2014) oral presentation becomes an opportunity for students to speak in natural way with the others. With the opportunities of

using English language (Levis & Grant, 2003 as cited in Siriphotchankorn, 2005) stated that oral presentation could help students to improve their speaking skills and pronunciation. This is because of oral presentation makes students to use English to communicating their ideas ( Farabi, Hassavand, & Gorjian, 2017).It is similar with Wilson & Brooks (2014) who investigated that students needs to use their English language to understand the topic and transfer it to others.

The forth advantage of oral presentation for learning is the interaction between students who is becomes presenter and also a student who become the audiences. The interaction between students gives an opportunity to develop their listening skills. Both presenters and audiences have a role to be played because, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information Nadia (2013).

The fifth advantage is in the end part of oral presentation activity. This section provides students with an opportunity to increase their critical thinking and also encourage them to use English language. According to Abe (as cited in Siriphotchankorn, 2005, p. 4) oral presentation is increasing students' critical

thinking. This advantage is because in general oral presentation activity there will be a discussion about the presentation topic and it is also possible for doing debate among students. Oral presentation is also encouraging students in using English language. These advantages are caused by discussion happened in oral presentation. Students are allowed to gives question and their opinion towards the presentation topic. In addition oral presentation makes classroom more interactive with the interaction among students (Dobie as cited in Siriphotchankorn, 2005, p. 29).

The sixth advantage of oral presentation activity is overcoming students' fear of standing in front of the class. It makes students has courage and confidence. Oral presentation also gives more opportunity to students in employment for future career. According to Weck (as cited in Siriphotchankorn, 2005, p. 31) this kind of advantage is caused by the oral presentation frequencies that are implemented in the classroom. Oral presentation gives students more chances for getting better career because oral presentation is a marketable skill that are needed in various jobs. In addition, oral presentation prepared students with courage and confidences (Al-Issa & Al-Qubtan, 2010).

## **METHODOLOGY**

This research was conducted using qualitative research approach. Qualitative is one of the approaches in doing research. This approach purposes to get the perspective from the participants. Qualitative research is a research collecting the data based on words from the small number of the individual to get the point of view from the participants and analyzing the data in form of description (Creswell, 2012). Qualitative research was appropriate to be applied in this research, because the researcher tried to explore the phenomena through participants' perception. This approach purposes to get the perspective from the participants.

The method under qualitative research used in this study was descriptive qualitative. The descriptive qualitative method has its own goal. Descriptive qualitative goal is to get a wider view from some kind of events (Sandelowski, 2000). By using descriptive qualitative research, the researcher is able to access thought and feeling of the participants (Sutton & Austin, 2015).

This research was conducted at English Language Education Department in one private university in Yogyakarta. The reason for choosing this department was because of students of this department were

familiar with English oral presentation activity. Since there researcher was also the student of this department, the researcher already experienced how it was in this department classroom. Since the beginning of the semester, students of this department needed to do an oral presentation. There were 47 subjects in which 40 included oral presentation inside of those subject activities. Based on those experiences, the researcher considered that this department was an appropriate location to collect the data.

After deciding a setting of this research, the next step is looking for participants. For this research, there were three participants. Those participants were students of English department. The researcher had two criteria in choosing the participants. The first criterion is the students having a lot of experiences in doing oral presentation. Thus, the researcher decided to choose the participants based on their semester. Finally, the participants of this research were students from fifth semester and seventh semester. The reason for choosing the participant based on their semesters is because the students who were in those semesters experienced a lot of oral presentation activity in their class. With their experiences, they may provide more data for this research. Those participants were two

students at seventh semester and one student at fifth semester. The names of the participants were disguised for their privacy.

The second criterion is the students who are talk-active. Participant one was Jaka, and the gender is male. He was at seventh semester. The reason for choosing him was because Jaka is a talk-active person, easy going, and easy to meet. Participant two is Rara, and the gender is female. She was at seventh semester. The reason for choosing her was because Rara is a talk-active person, easy going, and has free time. Participant three was Nissa, and the gender is female. She was at fifth semester. The reason for choosing her was because Nissa is a talk-active person and friendly. The reason for choosing the talk active person in this research was because the person who is talk-active may provide more details information in the interview, and they make the data rich.

This research used interview as the main resource of data. This research was used an in-depth interview. An In-depth interview allows the researcher to use an open-ended question. The open-ended question is flexible that may provide depth information (Cohen, Manion, & Morrison, 2007). Before doing an interview, the researcher prepared interview protocols. The researcher gathered the participants for this research by inviting them.

Next, those participants interviewed separately. The schedule of interview was following the deals between participant and the researcher. The interview was recorded using audio recorder. This interview used Indonesian language to make the participant comfortable for expressing their feelings and thought. When the data were collected, the next step was analyzing the data. Data analyzing purposed to answer the research question. In analyzing the data there were several steps which must be done. Those steps were transcribing the data, member checking, and coding (Cohen, Manion, & Morrison, 2011).

The process of transcribing data was the first process in data analyzing. This data received by the research by doing an interview. The interview was recorded by the researcher using researchers' hand phone. Transcribing the data was the process of translating audiotape recording data into text data (Cohen, Manion, & Morrison, 2011).

After transcribing the data, the next process was member checking. Member checking is a process of the data checking from the interview (Cohen, Manion, & Morrison, 2011). In member checking, the researcher provided the transcription for the participants. Researcher distributed those transcriptions to the participants by meeting

them. Member checking process showed that all of the participants approved the data of transcription. Those participants accepted the transcription as their own opinion and their own perspective for answering the question that given to them in interview.

The last process of analyzing the data was coding. Coding is a process of categorizing text into detail or broad categorize. After following those steps in data analysis, the last step is reporting. The data report were informed in form of paragraph (Cohen, Manion, & Morrison, 2011).

## **FINDINGS AND DISCUSSION**

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 asses 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 organized so 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.

## **CONCLUSION**

This research aims to investigate the students' perception on doing oral presentation based on students' perception. The research question is what is the students' perception about doing oral presentation? This research applied qualitative research

design. Based on the result of data, there were three main findings. Those main findings are; the types of oral presentation, the purposes of doing oral presentation based on students' perception, and the advantages of doing oral presentation.

Based on the result of data, those data answered the research question. Based on the data, there were two types of oral presentation experienced by the students which were guided oral presentation and free oral presentation. Based on the activity of oral presentation that was experienced by the students, the researcher asked those participants about the purposes of doing oral presentation based on their perception and about the advantages of doing oral presentation based on their perception. The data showed that oral presentation has many purposes. The purposes of doing oral presentation are practicing students to learn autonomously, becoming a tool of assessment, practicing students' oral presentation, practicing students in communication, practicing students' speaking skill, and improving students' confidence. In addition, the researcher also found out the advantages of doing oral presentation. The advantages are increasing students' public speaking skill, facilitating students to gain knowledge, improving students' confidence,

training students' oral presentation, training students in communication, increasing students' writing skill, and increasing students' reading skill.

In conclusion, based on the result of data, the data answered the research question. The students realized about the purposes of doing oral presentation, and they agreed that oral presentation gave them a lot of advantages.

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