

Chapter Four

Finding and discussion

In this chapter, the researcher reports the findings and the discussions based on the data analysis and the discussions of the findings. This chapter consists of two major parts. In the first part, it presents clear information about the benefits obtained by the students in using oral presentation technique in English learning. For the second part, it explains some information about the challenges faced by the students in using oral presentation technique in English learning. In addition; it provides the data analysis results from the interview transcription based on the interview.

The Benefits Obtained by Students in Using Oral Presentation Technique in English Learning

The researcher had finished in conducting an interview with four participants batch 2017 from an Islamic private university in Yogyakarta. From the results of the interview, the researcher found some data about the benefits obtained by students when using oral presentation technique in learning English. There were four benefits obtained by students in using oral presentation techniques in learning English.

Hence, for more detailed information, each benefit of using oral presentation technique in learning English will be explained in the following paragraphs briefly.

Improving public speaking. The first benefit obtained by students was to improve students speaking skill. As shown by all participants' statements, Wingky, Dispy, Lala, and Poo stated that they could improve their speaking skill after using oral presentation technique as seen from their answer, "I can improve my speaking skill in using oral presentation technique" (p1.1, p2.10, p3.1 and p4.1). Wingky

added that she also could improve her communication skill after using this technique (p1.7). Another fact was shown by Dipsy and Lala who argued that using oral presentation also could enhance their public speaking. Dipsy as second participant stated that “I think oral presentation can train us to speak in public” (p2.2, p2.6). Then, Lala as third participant mentioned that “I can train how I can focus to speak English in public (p3.4).

Based on the statement above, it can be concluded that students can improve their speaking skill in using oral presentation technique because oral presentation is one of the courses which introduced to English majors in order to enhance the speaking ability (Al-Hebaish, 2012). According to some opinions from several participants being interviewed, they realized that oral presentation techniques could improve their speaking skill especially in public speaking. This result also supported by Panggabean (2014) who stated that in English class, giving oral presentation technique can be an opportunity for EFL students not only to learn to give presentation but also to improve their English ability orally.

Increasing self-confidence. Increasing students' confidence was the second benefits felt by some students who applied oral presentation technique in their learning activities. From the data obtained by the researcher after conducting interviews with four participants, two of the participants expressed the same opinion. They said that they felt more confident after using this technique in class. The statement mentioned was expressed by Wingky as first participant. She stated, “I am more confident to speak in public” (p1.2, p1.6). Another statement was given by Lala as third participant. She mentioned “I think this oral presentation technique can also

increase students' confidence in speaking English” (p3.3, p3.7), then Poo as the last participant also said that “I think the benefit that I get from doing this technique, I can be braver to speak English in public” (p4.4).

. From their answers, it can be concluded that the use of oral presentation technique can enhance students' self-confidence. Those statements above are correlated to Brown's study (2001) who stated that practice speaking fluently could influence self-confidence of students. The finding is also in line with a survey conducted by Henry (2008) who stated that speaking is a very important element in learning English to increase the students' self confidence.

Understanding the material easily. The third benefit obtained from the use of oral presentation is that the students could increase their understanding of the material discussed. Besides, the students could learn the material being delivered in more detail and prepare the material before being presented in front of the class orally. Two participants stated that the understanding of the material delivered using oral presentation technique could increase more. Also, they felt they obtained more knowledge than their friends. The statement mentioned was supported by second and third participant's answers, Dipsy and Lala. First statement was expressed by Dipsy who stated, "I think oral presentation can add our knowledge about material which we will deliver orally”(p2.7). Likewise, Dipsy explained that in the use of oral presentations, she felt that the knowledge of the topics discussed had increased. This was in line with Lala as third participant who stated, “I understand the material in detail better than my other friends (p3.9). Dipsy's and Lala's gave the same reason that they could have better preparation and master the material to be discussed first

than their friends. This result is in line by Brown (2002) who stated that the students could learn the material being delivered in more detail and prepare the material well before being presented in front of the class orally.

Increasing language knowledge. From the data obtained by the researcher about the benefits obtained in using oral presentation technique; the researcher concluded that the fourth benefit was to improve language knowledge.. More detailed information about increasing language knowledge towards oral presentation technique is explained in the following paragraphs briefly.

The first benefit of increasing language knowledge was improving grammar knowledge. This finding was expressed by Wingky as first participant who stated, “I think oral presentation technique is useful to help us in correcting our grammar knowledge” (p1.9). She explained that when she did the oral presentation technique, she felt that all the audiences who followed her presentation noticed the grammar arrangement displayed in slides in front of the class, so she felt that they (audiences) could correct each other. Besides being able to correct grammar, Lala as third participant also asserted that she could know and understand more about correct grammatical arrangement. Lala held, “I think oral presentation technique also can train students' understanding toward arranging good grammar mastery” (p3.2). She also added, “I think applying the oral presentation technique can make me understand more about grammar knowledge” (p3.8). Lala explained that in carrying out the oral presentation technique, it was not only talking but she was also asked to understand the correct grammar arrangement.

Based on the statement above, it can be concluded that students could increase their grammar knowledge after fluently doing oral presentation, especially when the participant create the content of presentation. It relates to Hermer (2001) who said that an added benefit of presentation increase the students' grammar knowledge. Also, presentation will make students get to know how to arrange good grammar and how to make appropriate sentences.

The second benefit in increasing language knowledge was improving students' pronunciation. The use of oral presentation technique turned out to be able to improve students' pronunciation skill. Wingky as the first participant stated, "I think oral presentation technique can help us to correct our wrong pronunciation" (p1.8). She explained that at this time, she knew more about the pronunciation of the words in appropriate English because when she came forward for an oral presentation some of her friends noticed and confirmed that her pronunciation was still incorrect.

This finding was supported by Hermer (2001) who stated that pronunciation is one of the abilities that must be mastered by English students. If the students pronounced correct English words in speaking, it would make other students understand what they talked about in making a conversation, but when only one word was pronounced incorrectly, many people would think they understood us and therefore would not ask for clarification. This could lead to some very confusing miscommunications for each student.

Learning to be prospective teacher. The last benefit obtained from the use of oral presentation was the students could learn how to be prospective teacher. As

Dipsy has said that “I think oral presentation can train us to become prospective teacher” (p2.3). Dipsy explained that she was very happy to use oral presentation technique because from doing the technique, she could learn how to be good teacher. For this reason, she could speak English fluently to the students and could give clear explanation when she became a teacher soon. Good teacher is perhaps the most common and least precise of all terms. Shulman, the President of the Carnegie Foundation for the Advancement of Teaching, describes a good teacher in the following way:

In the classroom of a good teacher, students are visible, engaged, attentive and participating. In good teaching, students are responsible for their learning; they are accountable for their understanding. Good teaching is passionate, and it induces an emotional response in students. Good teaching starts with inducing habits of mind, but doesn't stop there. Good teaching engages practical thinking and problem-solving skills that can be applied in a variety of settings. And good teaching affects students' values, commitments, and identities. (Loeb, Rouse, &Shorris, 2007, p. 7)

The Challenges Faced by the Students in Using Oral Presentation Technique in English Learning

After conducting interviews with four participants, the researcher found some benefits which students obtain in using oral presentation technique. Besides, the researcher also found several difficulties faced by students in using oral presentation technique. Those challenges were the difficulties in understanding the material, the difficulties in time management, low self-confidence, lack of language knowledge, and lack of teamwork. For more detailed information, each challenge is explained in the following paragraphs.

Difficulties in understanding material. The first difficulties faced by students were the difficulty in understanding the material. Three participants stated that the difficulty of students in understanding the material delivered using oral presentation techniques was one of the difficulties which was often felt by students. The statement was explained by Lala as third participant who stated, “I have difficulty to understand the material which uses formal language” (p3.12). Lala’s statement suggested that understanding the formal language was one of the difficulties for students. Formal language is a language which is often used in official articles and some students who will do oral presentation often find the difficulties in understanding material which uses formal language because they do not often encounter formal language in learning activities. Lala also added, “I am afraid if the material which I will deliver using oral presentation technique does not match with what the lecturer wants”(p3.15). Lala explained that she often misunderstood materials. She further stated that misunderstanding materials means that what

students learnt and understood about the material was not the same as was explained. As pointed out by Lala, this situation occurred due to failure to understand the material, so the students deliver the material based on their knowledge. The last statement from Lala was that she had the difficulty in understanding the material which was rather difficult. Like what she said, "I think the problem is when I could not understand the material that is rather difficult, so I must learn more extra".

Based on the three statements above, it can be concluded that students have a difficulty in understanding the material before they apply oral presentation technique in front of the class because students are less familiar about the topic and students are asked to understand the topics provided by the teachers" (Rivers, 2010)

Difficulties in time management. For the second difficulties felt by students in doing oral presentations, the students had difficulty in time management. During the interview, Wingky as the first participant and Dipsy as second participant gave similar statements about difficulties in time management. Wingky said, "I think when I do group oral presentation; the toughest challenge I face is preparation because we need a lot of time to prepare the presentation" (p1.11). She added, "I need a lot of time to learn the material well toward doing oral presentation" (p1.16). This suggested that she had the difficulty to manage the time especially to learn the material well. Besides, Dipsy as second participant asserted, "I did not have a lot of time to preparation in preparing the material well" (p2.9) and she also added, "Sometimes I am feeling like I don't prepare the material well because of lack of time" (p2.13). Wingky's and Dipsy's statement revealed that some students had the

difficulty in time management especially they did not a lot of time to prepare and learn the material will be present by using oral presentation technique.

Hence, it can be concluded that sometimes the students felt less preparation in preparing material or determining the time to discuss material. This difficulty was felt by students who did individual or group oral presentation technique. This finding is in line with King (2002) who argued that sometimes the students are not well prepared for effective communication. That is why students often feel frustrated and intimidated each time oral presentations are assigned to them, especially when they are dealing with research Matters and communication skills required for a successful presentation.

Lack of self-confidence. One of the difficulties commonly faced by students was low self-confidence. This notion was revealed from several participants' statements. They felt that in carrying out oral presentation techniques, one of the difficulties was a low self-confidence. The first statement was expressed by Lala as third participant. She stated, "I still lack confidence to speak up in public" (p3.11) and she also added " I feel lack of confidence if there are many audience in front of me" (p3.13). In addition the last participant, Poo stated, "I realized that actually the feeling of insecurity arose because I am one of the introverted students" (p4.2), and "I still lack confidence with my speaking skill" (p4.5). Also, "I often felt intimidated by my friends from other classes who attended my oral presentation at the same time" (p4 .9).

Based the statements above, it can be concluded that almost every student have felt less confident when they have to speak in public especially in making oral

presentation in front of the class. Feeling low self-confidence usually arises from the students themselves because they are not used to speaking in public; they rarely practice communication using English, and they do not master the material well. This finding is supported by Awan, Azher, Anwar and Naz's (2010) study confirming that the students were not confident, they were required to conduct an oral presentation because they might feel embarrassed with their broken English due to their low English proficiency.

Another evidence was given by Wingky, Dipsy and Poo. They had an anxiety or nervous feeling when doing oral presentation technique. As stated by Wingky, "I feel less confident because the audience make a noise in class when I present the presentation" (p1.13). Dipsy also added, "The challenges when I do oral presentation are I often feel nervous" (p2.8). Another statement was given by Poo as the last participant who asserted, "I think the challenge in having oral presentation was the feeling of being nervous when I have to come in front of the class to doing the presentation" (p4.6).

From the data above, the researcher could conclude that the difficulty in doing oral presentation is low of self-confident and feeling of nervous. This result is the same with the study conducted by Xiuqin (2006) , revealing that the size of the classroom which can cover too many audiences usually will make students feel more nervous and anxious when doing oral presentations.

Lack of language knowledge. The fourth difficulty founded by the researcher based on the data obtained was lack of students' language knowledge. From four participants being interviewed by the researcher, they had different

opinions about the difficulties towards lack of language knowledge which they faced, and those difficulties were related to producing correct pronunciation, arranging grammatical structure, and having difficulties to speak fluently. They gave their respective explanations about the difficulties faced when having oral presentation technique in front of the class. It was followed by Dipsy as participant two who asserted, “I have difficulty in pronouncing the words in English“(p2.10). From statement above, Dipsy had a problem in her pronunciation. Dipsy felt that she still often had mistaken in pronouncing the English words, and it made her feel difficult to speak English well.

The other statement was expressed by Wingky who stated, “I have difficulty to arrange the correct grammar in making English sentences” (p1.12).Wingky argued that she had the difficulty in composing the correct grammar. In addition, Lala as third participant also had the same opinion in term of having difficulty in composing grammar. Lala as participant three said, “When I display the presentation slide in front of the class, I was noticed by audiences if my grammar arrangement in making the complete sentences is still incorrect” (p3.17). Lala explained that friends who were her audiences sometimes told her about the improper grammar use in making correct sentences. From Wingky and Lala's statement, the researcher can draw the conclusion that students often experience difficulties in arranging grammar because of their lack of knowledge about the grammar. This is in line with Rajoo (2010) who pointed out that incorrect grammar is responsible for students' mistakes because students sometimes make a sentence without review of grammar (p.143).

Furthermore, similar experiences were shared by three participants. They had the difficulties in delivering the material to the audiences due to lack of speaking skill. Dipsy as second participant said, “I find difficult in delivering material, and sometimes, I am afraid if the audiences do not understand the material which I have delivered” (p2.12). Besides, Lala as third participant also gave similar argument. Lala said, “Sometimes, I feel afraid if I cannot convey the material well” (p3.23). Then, the last statement was from Poo as fourth participant asserted, “I understand the material which I have learnt, but I have difficulty to explain it in front of the class” (p4.7).

From three participants’ statements, it can be concluded that there were still many students who had not mastered oral presentation technique to speak English fluently, so they had an opinion that the audiences who followed their oral presentation did not understand the material being conveyed. This finding is the same with a study conducted by Juhana (2012) showing that linguistic factors such as lack of vocabulary, lack of understanding of grammatical patterns, incorrect pronunciation and difficulties to deliver the material are obstacles for students in the English class.

Lack of teamwork. Based on the results of the interviews conducted by the researcher, the last challenge posed by participants was lack of cooperation in group discussion. In this section, the participant gave their opinion based on their experience when they asked to doing presentation in group oral presentation. Two of four participants gave almost the same argument about their difficulties in discussing the material with group discussion. This lack of group collaboration or teamwork

was caused by some students who are lazy to following the group discussion. Also, the difficulty in setting the time to discuss together, and there are passive group members when delivering the ideas in front of the class. Wingky as the first participant stated, she had to learn all of the materials by herself. She did not have many friends to share and discuss the material which made her get the difficulty in present the material well. The statement mentioned was agreed by Wingky who stated, "I do not have many friends to share in discussing material" (p1.14).

Similarly, Dipsy as participant two said, "My group discussion fails to set the time to discuss the material" (p2.11). She also added, "I think there are some students who do not learn the material properly" (p2.15). From Dipsy's statement, it showed that some students still underestimated the assignment of the group. For example, they were lazy to learn and felt reluctant to be invited to discuss together. Another evidence was given by Lala as participant three who asserted, "I think the problem is when there are some students in my group presentation who are lazy and do not master the material well. Then, other students and I have to learn the material more and more" (p3.18, p3.19). She explained that sometimes she had gotten friends who were lazy and did not want to learn and master the material well in group work then she felt that she had to learn more extra. Besides, she not only got lazy friends in group presentation but also had passive group presentation (p3.20).

From the data above, the researcher could conclude that the difficulty in doing oral presentation is lack of teamwork because the student is lazy and passive. This finding is line with the study done by al Hosni (2014) which found that passive students will continue to be passive students if they do not ever practice their

speaking in public. Besides, some passive students incline introverted and care less about their surroundings because of lack of communication between others.