

Chapter V

Conclusion and Recommendation

Conclusion

As we know that in English learning activities speaking is one of the important abilities that must be mastered by students, especially English students. By developing speaking skills, students can easily obtain information and knowledge from teachers and other students. In English learning activities there are several techniques that focus on speaking skills such as oral presentation techniques, speeches, and discussions. Oral presentation itself is one of the techniques most often applied by students and teachers because this technique is the easiest and simplest technique to apply, namely by asking students to present certain material in front of the class individually or in groups.

This research has two research questions. First is, “What are the benefits of doing oral presentation in English learning as perceived by the student?”, and second is, “What are the challenges faced by students in doing oral presentation in English learning?” This research aims to find out the student’s perception about the benefits obtained by students and the challenges faced by students in using of oral presentation techniques in English learning activities. This research was a qualitative approach and descriptive qualitative research design. The researcher used interview as the instruments to collect the data obtained for this research. The researcher employed purposive sampling technique to choose four ELED students batch 2017 as her participant, and also the researcher deployed theory of Saldana to conduct the

data and to get the findings of this research. So, the results of this research attempt to answer the two research questions explained below.

The first research question is “What are the benefits of doing oral presentation in English learning as perceived by the student?” The result revealed that there were six benefits explained by students, namely improving speaking skills, increasing self-confidence, improving language knowledge (knowledge of grammar and pronounce), being able to understand the material easily, improving student critical thinking and learning to be prospective teacher.

The second research question is “What are the challenges faced by students in doing oral presentation in English learning?” The result showed that there were five challenges stated by students, namely difficulties in understanding material, difficulties in time management, low self confident, lack of language-knowledge, and lack of teamwork.

In conclusion, the perceptions of the students of English Language Education Department of one private university in Yogyakarta are different. It means that one participant and other participants have different perception about the use of oral presentation technique in English learning. The researcher analyzed that the cause which make the students have different perception about the use of oral presentation technique in English learning is due to the background knowledge of the students.

Recommendation

Based on the result about the ELED students’ perception about the benefit and the challenges in using oral presentation, this research provides some recommendations for students, lecturers, and the next researcher.

For Students. The following are some recommendations that researchers could give to students. First, to overcome difficulties in understanding material, the students are recommended to be more careful and more detail in mastering the material. If they are still confused, they should learn extra materials. The other thing that they should do is asking other friends or teachers if they find the difficulty to understand the material. Second, to overcome students 'difficulties in time-management, students are recommended not to procrastinate in doing assignments and not impromptu in preparing and memorizing material in the H-1 deadline so that the results obtained are optimal. Third, to overcome lack of self-confidences the students are recommended to do more speaking practice and to participate several public speaking events more frequently. In addition, students should be active inside or outside the classroom. It aims to increase students' confidence in communicating with many people. Fourth, to overcome students' lack of language knowledge , they are recommended to learn more about 16 tenses more frequently so they do not find the difficulties in composing the grammar. In addition students are also advised to often watch / listen to videos and music to correct their pronunciations and should also do more speaking practice. Finally, to overcome lack of teamwork, students are recommended to be able to manage the time (time to play and time to do individual and group assignments) well, so if there are a group discussion to discuss the material together, there is no a reason not to follow it. In addition the students are expected not to be procrastinators.

For Teachers. The following are some recommendations that researchers can give to teachers. First, to overcome difficulties in understanding material, the teacher

is recommended to provide a topic that is familiar to students so the students are easier to understand and explain it in front of the class. In addition the teacher should also evaluate the improvement of student's understanding of the material and also helps the students to face the difficulties in understanding the material provided.

Second, to overcome students' difficulties in time management, teachers who teach main courses are recommended to be more specific in giving assignments to students so the students could have better control over the material in those courses, while for teachers who teach additional courses it is suggested not to give the assignments too often to students. This is necessary as students do not lack of time in learning the main course that actually is important to them. Third, to overcome lack of self-confidence, the teachers are recommended to give students more opportunity to be active students in responding to the problem / the topic, such as by asking the students to make presentation in front of the class more frequently, asking students to give their arguments more often when discussing material in group and also the teacher could ask some questions to students about topics which is being discussed so the students will be more confident to speak up in the classroom. Fourth, to overcome students' lack of language knowledge the teachers are recommended to assist students' understanding of pronunciation and grammar knowledge by providing more practice that involves the use of pronunciation and grammar, such as by giving close book journal and asking students to do a presentation in the classroom. Finally, to overcome lack of teamwork, the teachers are recommended to divide groups fairly and do not be discrimination so that they can cooperate well.

For other researcher. The researcher recommend to other researcher to start doing research with different topics dealing with English public speaking or the other researchers should conduct the research with the same topic but use quantitative methodology (find the correlation) and use different instrument with more population to obtain more findings.