THE STUDENT'S PERCEPTION ON DOING ORAL PRESENTATION

FOR STUDENTS' SPEAKING SKILL

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Abstract

This qualitative descriptive research aims to investigate the students' perception on doing oral presentation technique in English learning at one of the Islamic private universities in Yogyakarta. The objective of this research is articulated through two research questions, namely "What are the benefits of doing oral presentation as perceived by the student in English learning?", and "What are the challenges faced by students in doing oral presentation in English learning?". This research used a qualitative approach and descriptive qualitative research design. The data of this research were collected from interviewing four students of ELED of 2017 who had experience in doing oral presentation in the classroom. To choose the participants, the researcher used purposive sampling technique. Concern with the first research questions, the researcher revealed that there were some benefits of using oral presentation perceived by students, namely improving speaking skills, increasing self-confidence, improving language knowledge, understanding the material easily, and learning to be prospective teacher. With regard to the second research questions, there are some challenges of using oral presentation, namely difficulties in understanding material,

difficulties in time management, lack of self confidence, lack of language-knowledge, and lack of teamwork.

Introduction

Technique is a way that someone does to achieve something. People do several techniques to achieve the desired goals. In education context, the Learning technique is a technique that is implemented by the teacher in learning activities in the classroom in order to achieve maximum results. Sanjaya (2016) said that learning technique as the way that someone does in implementing a specific method. Learning technique in education can categorized such as doing discussion, question and answer section, debate, presentation and others.

Presentation is one form of verbal communications which is often implemented in classroom learning activities. In general, presentation is a form of communication and delivery of information orally in front of many people. Presentation is usually done in many occasions. One of them is in higher education or university. In university, the students often get the assignment to be presenters to present a material of the topic in front of the class orally. Presentation can be done in individual or group, and can be categorized in various types such as speeches, teaching, interviews, debate and seminars. Sometimes the teachers ask the students to doing group presentation as the assignment which doing by turn in every week and doing individual presentation as final assessment in the end of semester. As a matter of fact, there are many students who find some

problems when they do an oral presentation in front of class , for example some of students have feeling nervous, fear to doing mistakes in speaking English and also some students find the technical problem when they doing presentation in front of class.

From the phenomena mentioned above, the aims of researcher doing this research is to investigate the students perception on using oral presentation in classroom , especially to identify what are the benefit perceived by students in doing oral presentation and to analyze the challenges face by students in doing oral presentation.

Literature Review

Speaking is a kind of communication which is often used by people to give information and opinions, deliver arguments, and create impressions to others (Rahman,2010). The aim of speaking is to interact with other people in a social environment which is largely used in daily life. There are many techniques of learning speaking. According to Solahudin (2011), some techniques which can improve students speaking skills in learning speaking such as doing main class and study club, conversation, group discussion, and oral presentation.

According to Levin and Topping (2006), oral presentation is a speech which should be practiced directly without memorizing and reading a text. The student can prepare the presentation start from searching the material related to the topic presentation, preparing the visual aids, try to practice speaking and writing down the important point related to the topic in the small note. The aims

of using visual aids in presentation is to show the images, graphics, chart, or anything else which can make the audiences feel more interested and understand about the material presented by the students.

In doing oral presentation technique there are some benefit that are perceived by student, namely integrating language skill, increase self confidence, understanding the materials easily, preparing for real life and increasing language knowledge. By doing oral presentation frequently, the students can integrate their language skills. The students can know how to make a point of the topic with reading and writing skills and convey the topics based on their understanding by speaking. Penggabean (2014) stated that in English class, giving oral presentation technique can be a chance for EFL students not only to learn to give presentation but also to improve their English ability orally. In Brown (2002)'s study also have a statement that practice speaking fluently could influence the general self-confidence of students. He added that doing oral presentation can make the students learn the material being delivered in more detailed and clearly, then the students also could prepare the material well before being presented in front of the class orally. The students could improve their language knowledge such as pronunciation, grammar, vocabulary and students' language skills such as fluency, strategy and accuracy after doing oral presentation frequently.

Beside, there are some obstacles are sometimes faced by students in doing oral presentation technique. Al Hosni (2014) stated grammar, pronunciation and vocabulary become the most common difficulty in doing oral presentation technique. Richards (2008) also claimed that "there are some typical linguistic

difficulties in speaking are lack of vocabulary needed to talk, poor in grammar, and poor in pronunciation." In addition, the use of mother tongue also still affects the students' speaking skill, and the use of mother tongue sometimes influences the way the students pronounce the words in English (Al-Hosni,2014). Some students use mother tongue in class when they asked to have a discussion about a topic that they are incapable, they will use their own language and when they asked to have a discussion about a topic that they are incapable, they will use their own language. Hence, Kareem and Taqi (2015) stated self confidence is the most difficult obstacle that the students face when they speak English in public. The students' anxiety comes up when the students have less confident and cannot understand the materials well.

Methodology

This research aims to investigate students' perception on doing oral presentation especially to know about the benefits perceived and the challenges faced by students in English learning. This research was gathered qualitative approach and descriptive qualitative research design.. In this research, the researcher wants to explore the students' perception in doing oral presentation in English learning more clearly and to get detailed answers from the participant.

This research was conducted at the English Language Education Department of Islamic private university in Yogyakarta. And the researcher conducted this research in academic year 2017-2018, started in the beginning of December 2018 and finalized on March 2019. The researcher took one specific course to conducting the data in this research are Principle of Teaching and

Learning. Principle of teaching and learning course is one of the courses which learn the theories used in language learning, and it also can measure the students' competency in mastering speaking ability especially to focusing on the use of oral presentation techniques specifically to find out students' speaking abilities in teaching English. The participants of this research were four ELED students batch 2017 who had had fresh experience and ability in conducting oral presentation. The participant had selection was done by choosing the students who had experience in doing oral presentation technique in Principle of teaching and learning course, the students had passed the principle of teaching and learning course and also, the students were the recommended students from Principles of teaching and learning's teachers. There were four female students has chosen be participants who named Wingky, Dipsy, Lala, and Poo.

To collect the data in this research used interview as a method of data collection. An interview was carried out to get the main data. This research was collected by face to face interview with four participants who participated in this research. There were required to give feedback on how the use of oral presentation technique could influence their language skill in English learning activity. The researcher prepared an interview guideline to help the participants to do an interview toward the topics and issues discussed with the participants and then the researcher making appointment with the students as participants to do the interview in date and place that was specified. The researcher and participants record the interview and take a note to write the point of participants' answer.

After gathering the data using interview, the researcher analyzed the data. To analyze data, the researcher doing transcribing data, member checking and coding. In transcribing data, the researcher changed the result of interview from the form of recording to become in the description of text. In this section, the researcher covered the identity of each participant to be pseudonyms to keep their identities such as Mawar, Melati, Dahlia and others. A pseudonym is unreal name which is often used by the researcher or writer to personally keep participants' privacy The researcher did a member checking after finishing the interview and transcribing the data. Member checking is known as informant feedback or participant validation which is a technique used by researchers to help improve the accuracy, credibility, validity, and transfer ability (Cresswell,1994). In this section, the researcher clarified every participant's answer by asking them again each question that the writer asked to them with send the transcribe using whatsapp application. This step doing to get reliable data, the writer wrote the result of interview as immediate as possible.

The last step after transcribing data and member checking was doing coding. Coding is the translation of question response and participant information to specific categories for the purpose of analysis (Cohen, Manion, & Marrison). In this research the researcher using Saldana method to get the result of data collection. Saldana (2009) stated that coding is a technique that researchers do to get conclusions and facts in order to get the results in a qualitative data analysis as a technique to draw conclusions on the data obtained. Saldana (2009) stated that there are several steps in coding namely preparing the raw data to verbatim,

compacting the facts, preparing the probing to deepen the data, collecting the similar fact, deciding categorization, and building concept and narrating the data.

Finding and discussion

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

Improving public speaking. As shown by all participants' statements, Wingky, Dispy, Lala, and Poo stated that they could 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. 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". Another fact was shown by Dipsy and Lala who argued that using oral presentation also could enhance their public speaking. Dipsy stated that "I think oral presentation can train us to speak in public", then, Lala mentioned that "I can train how I can focus to speak English in public (p3.4). Oral presentation techniques could improve students 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. The statement mentioned was expressed by Wingky as

first participant stated,"I am more confident to speak in public". 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", 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 participants answers, could be concluded that indeed, the use of oral presentation technique can enhance students' self-confidence. Those statements above are matched with Brown (2001)'s study who stated that practice speaking fluently could influence the general self-confidence of students.

   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. The students could learn the material being delivered in more detail, so they felt that they obtained more knowledge than their friends. The statement mentioned was expressed by Dipsy who stated, "I think oral presentation can add our knowledge about material which we will deliver orally", and Lala who stated, "I understand the material in detail better than my other friends". 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. The fourth benefit obtained from the use of oral presentation is that the students could increase their language knowledge.

As shown by Wingky and Lala as the participants said that using oral presentation technique could increase their language knowledge in English learning. Wingky as first participant stated, "I think oral presentation technique is useful to help us in correcting our grammar knowledge", Wingky also added that "I think oral presentation technique can help us to correct our wrong pronunciation". Beside Lala held, "I think oral presentation technique also can train students' understanding toward arranging good grammar mastery". Based on the statement above, it can be concluded that students could increase their grammar and pronunciation after fluently doing oral presentation. It relates to Hermer (2001) who said that an added benefit of presentation is increase the students' grammar knowledge. Also, pronunciation is one of the abilities that must be mastered by English students. (Hermer,2001).

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". For this reason, she could speak English fluently to the students and could give clear explanation when she became a teacher soon. This result also supported by Loeb, Rouse, &Shorris (2007) who describes good teacher 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 .

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

Difficulties in understanding material. The first difficulties faced by students were the difficulty in understanding the material. The difficulties in understanding material consist of difficulties in understanding formal language and misunderstood materials. The statement was explained by Lala who stated, "I have difficulty to understand the material which uses formal language". Formal language is a language which is often used in official articles and the students not often encounter formal language in learning activities. Besides, she added "I am afraid if the material which I will deliver using oral presentation technique does not match with what the lecturer wants", so sometimes she have the difficulties with unfamiliar language and unfamiliar materials. Based on the statement 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. the second difficulties felt by students in doing oral presentations, the students had difficulty in time management. As shown by Wingky, "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". Besides, Dipsy asserted, "I did not have a lot of time to preparation in preparing the material well". Based on 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. 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.

Lack of self-confidence. One of the difficulties commonly faced by students was low self-confidence. Lala as the participant stated, "I still lack confidence to speak up in public", she also added " I feel lack of confidence if there are many audience in front of me". In addition the last participant, Poo stated, "I realized that actually the feeling of insecurity arose because I am one of the introverted students", also, "I often felt intimidated by my friends from other classes who attended my oral presentation at the same time". 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. 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.

Lack of language knowledge. The fourth difficulty founded by the researcher based on the data obtained was lack of students' language knowledge, especially difficulties to pronounce the word and difficulties in arrange correct grammar. Dipsy as the participant asserted, "I have difficulty in pronouncing the words in English". Hence, Wingky who stated, "I have difficulty to arrange the

correct grammar in making English sentences", and Lala 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". 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. 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. The statement by Wingky who stated, "I do not have many friends to share in discussing material", and She also added, "I think there are some students who do not learn the material properly". From those statement, it showed that some students still underestimated the assignment of the group. Another evidence was given by Lala 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". 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.

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. 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.

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. Theresearcher 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.