

CHAPTER I

INTRODUCTION

A. Background of study

The most important aspect of learning a foreign language is to be able to communicate in that language. Today, students graduating from high school or even from university have lower competence to “speak” English due to lack of practice. As a student of English department, the researcher notices that few students speak English in the classroom. Thus, a fewer students take the opportunity to talk. Most students do not find speaking a rewarding task. To learn speaking, students need to practice a lot because speaking is the most difficult skill out of the four skills. One can learn reading, listening, and writing with a teacher or on his/her own, with book. However, speaking requires immediate comprehension and real time reaction. The researcher believes that the way of teaching by using oral presentation in English speaking class facilitate a better learning atmosphere. It helps students learn English better and faster especially in speaking skill. Piccinini (2010) states that studies indicate that oral presentations improve fluency and accuracy and enhance confidence. Based on the statement of Piccinini, the researcher believes that oral presentation is an appropriate activity that the teacher should use in teaching speaking.

In this research, the researcher would investigate about the use of students' oral presentation that has affects on students' speaking skill. The researcher believes that the use of oral presentations in English speaking class is important because of its positive impact on students' proficiency level. Some students feel reluctant to speak English in the classroom. The same case has also been found by Sughiarti (2007) in her study that students do not feel comfortable to speak English in front of others. In addition, they do not have the opportunity to speak the language outside classroom. So, if students do not practice English in the classroom, they will hardly achieve the target language.

Students might not be able to speak English language without practice. In case of Learning English as foreign language, the ability to speak is counted in the four fundamental skills that students should be able to acquire. Thus, the process of learning cannot be confined only to introduce language learners to the theory of the target language. However, to have a good command in communication, skill is considered as the primary objective in learning a language. For that reason, the students should use the language as media for communication during learning process. Therefore, the researcher put forward the use of oral presentation to facilitate a better learning in English speaking class and help students to solve their problem in speaking.

Nowadays, speaking is a very important skill that has to be mastered by students when studying English in order to be able to communicate with people from different countries. Rahman (2007) argues that speaking is a tool of communication

in conveying ideas, information and feeling to others. It is the most important way in which the speaker can express himself through a language.

In addition, related to speaking, Revell (1979) states that speaking is a discussion between two or more people regarding information, ideas, options or feeling, so they have to be given a concept of what they are going to say. EFL (English as Foreign Language) students should be given the opportunity to practice English in order to be able to express their ideas.

In line with the paragraphs above, the teacher should find a solution regarding the problems discussed. Otherwise, they need to put their teaching style into various activities. One of the activities they might apply in teaching speaking is oral presentation activity. To see whether the use of oral presentation can reduce the problem stated above, the researcher wanted to do an observation in an English speaking class at English department which used oral presentation as an activity during teaching and learning process. Therefore, the researcher wanted to conduct a research related to students' speaking ability under the title: **“The Use of Oral Presentation in English Speaking Class”**, *and it will be conducted at English Department of Tarbiyah Faculty of Islamic state of UIN Ar-Raniry Banda Aceh*

B. Research Question

Based on the background of study, the researcher conducted this research in order to find out the answer of the following question :

1. Does the use of oral presentation in English speaking class facilitate a better learning atmosphere?

C. Research Aim

This study has one objective. The detail will be mentioned below.

1. To find out whether the use of oral presentation in English speaking class facilitate a better learning atmosphere or no.

D. Research Terminologies

There are some terms need to be clarified clearly in order to enhance the readers' understanding. They are as follows :

1. Oral presentation

In this research, the researcher describes that oral presentation is delivering a topic to public audience. It also refers to public speaking and speech-making. It is a brief discussion of a defined topic delivered to a public audience in order to impart knowledge or to stimulate discussion. On the other side, oral presentation allows students to find new words or vocabulary for using in their speaking. This activity does not only train students to speak but also develops their critical thinking to generate the topic whether the topic is given by the lecturers or they decide the topic by themselves. Before delivering the topic, the students have to think a lot of ideas related to it. It is important to use their critical thinking to make the topic become understandable. Sometimes students get less motivation to use their critical thinking. However, they should use it in generating the topic as a material for delivering a good oral presentation. In sum, oral presentation activity also can help the students

develop their critical thinking because they should use it to deliver a good presentation and to make the topic become understandable.

In addition, related to oral presentation, Baker (2000) states that oral presentation is like a formal conversation, speaking to group as a natural activity. Most of people spend hours of their daytime, speaking to others, however making an oral presentation that is a formal conversation is difficult task for them. Oral presentation is part of spoken language. The purpose of this practice is to communicate and it is design to inform or persuade. Oral presentation occurs in organizational setting and with limitation in time

2. Speaking ability

This research focuses on the ability of the students' of English Education Department to use English in social interaction by using oral presentation as a tool to keep practicing the target language in the classroom. Cora and knight, (2000) states that speaking is the act of performing and producing the oral language to convey a message in different situation and in appropriate context. In order to be able to communicate with other speakers, responding to someone else, knowing how to deal with different events, so speaking is a productive skill for putting all element of language together to perform or construct the intended message.

E. Scope of Study

This study focuses on how oral presentation activity facilitate a better learning atmosphere in English speaking class. In this study the researcher merely wanted to observe about the use of oral presentation in English speaking class. there were three categories would be observe by the researcher in order to full fill her research. The three categories are included the classroom atmosphere, presentation and the audiences. This study aim to find out whether the use of oral presentation in English speaking class facilitate a better learning atmosphere or no. Therefore, it is imperative that the researcher need to limit the scope of study so that it would be more beneficial in terms of the research objective and its overall findings.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature review in response to the use of oral presentation by EFL students in English speaking class. therefore, the explanations of this chapter are divided into some major points. The first discussion explains the oral presentation definition and followed by the types of oral presentation. Thirdly, the discussion covers about the benefits of using oral presentations in the language classroom, effective oral presentation, preparation of oral presentation, delivery of oral presentation, Structure of an oral presentation and the use of visual aids in presentation. Finally, the researcher also discusses about the definition of speaking skill and followed by the purpose of speaking itself.

1. Oral Presentation

A. Definition of Oral Presentation

According to Baker (2000), Oral presentation is an extension of oral communication skill. It is where the presenter shows their knowledge on a particular subject. The participant might choose the title or the teachers give it to them. In order to talk about the topic to their classmates, the participant makes a small research to

get more information about it. The presenter is giving the most important information first, leaving the details for last.

Melion and Thompson (1980) state that if oral presentation is guided and organized, it will give the students learning experience and teach them an important skill which will be beneficial to ESL/EFL in all their education subject and later in their work. According to Chivers and Shoolbred (2007), doing presentation is a very good learning experience. In the end of oral presentation, the speakers give their audience the opportunity to ask about things that are not clear to them. The speakers answer them to complete their work.

B. Types of Oral Presentation

According to Chivers and Shoolbred (2007), understanding the style of presentation will help you to explore the main goal of giving this presentation. Therefore, according to the aim of the presentation, the speakers can decide the type of their presentation.

a. Informative Oral Presentation

This type of presentation has a primary goal, which is to make the audience learn something new. In this type of presentation the speaker use an informative speech. The aim of informative presentation is to be communicative with the audiences and giving them much information in a limited time. Chivers and Shoolbred (2007) state that the purpose of informative presentation is to describe a new political event, organize a set of something that is so important or giving a report

about a given topic in a form of research. Moreover, in this type of presentation, the speakers use an informative speech to explain a concept, instruct the audience, demonstrate a process, or describe an event in an academic setting. In addition, speakers may be choosing the topic by themselves. Chivers and Shoolbred (2007) argue this type of presentation is used in many organizations where students or teachers are expected to report progress at key stages of a project.

b. Persuasive Oral Presentation

Persuasive speech is influencing the audience in their thinking about a topic which may be given or chosen. It usually used to make the audience do some reaction or discuss with the presenter about the topic. According to Chivers and Shoolbred (2007), in this type of presentation, the speakers need to have a strong content and present it in a clear way. In addition, the speakers should try to show the audience that they have confidence. The Speakers can use some emotions when it is necessary. Moreover, Baker (2000) states that persuasive has three elements, which are:

1. Logos

In persuasive presentation, the topic needs to be logical. Tacy (2008) claims that when the speakers want to talk about their topic, they should organize the ideas from the more important point to less one. The presenters need to link those ideas together in a coherent statements or arguments. Moreover, logos mean the speakers organize what they are going to say from the beginning to the end in a logic way.

2. Character (ethos)

Character or ethos is the speakers' beliefs and personality. According to Tarcy (2008), Character or ethos refers to your character, ethics, and your believe ability when you speak. Increasing your credibility with your audience before and during your speech increase, that the listening will be accepted your argument and talk action in your recommendations.

3. Passion (pathos)

Pathos is the speaker's use of their emotions. It is the most important element that speakers can use, to make the audience support their argument. Also, pathos can make the audience change their opinions and take a positive action about the speakers' topic.

In sum, Chivers and Schoolbred (2007) states that if students do this type of presentation they will have confidence in their performance and they will learn how to deal with any reaction that may be happen as a response from their audience. Persuasive presentation is a very complex process in which the speaker needs to be logic in delivering the topic, also he/ she needs to use his /her emotion to influence the audience.

C. The Benefits of Using Oral Presentations in the Language Classroom

King (2002) states for most language teachers, the five major benefits of using oral presentations in the classroom are:

1. They are student-centered.

2. They require the use of all four language skills.
3. They provide students with realistic language tasks.
4. They have value outside the language classroom.
5. They improve students' motivation.

One of the main benefits of using presentations in the classroom is that oral presentations are student-centered. Apple & Kikuchi (2007) argue when students are asked to give an oral presentation, it is one of the few times in the language classroom that the students themselves have direct control of both the content and the flow of the classroom. This is because the students who are presenting have the ability to choose the topic that they want to talk about, select the language items that they want to use to talk about that topic, and decide how they will explain that topic to their classmates. With little or no intervention from the teacher, a properly scaffolded presentation can result in multiple opportunities for students to improve their English in a context in which the students themselves are acting as both teachers and learners. Interactions between the presenters and the audience provide both sets of participants with numerous opportunities to practice their English abilities with other students in an authentic manner. Oral presentations also provide students with a process-driven activity that requires them to use English, not just while they are giving the presentation itself, but also while they are preparing to present. One good example of this is group presentations. Group presentations require students to work together to plan and prepare for their presentation. During group work, students can be encouraged to use English to negotiate meaning with the other members of their

group and to work together in English, to plan how they will present their ideas to the other members of the class. This facilitates English use to meet a specific goal, in an authentic way, and with very little intervention from the teacher.

Another benefit of oral presentations is that they require students to use all four language skills; writing, reading, speaking, and listening. Most teachers use Oral Presentations to improve Students' English language skills, recognize the spoken component of presenting as students are required to speak when giving their presentations. However, properly structured academic presentations also require students to research and plan out their presentation. This requires students to use their L2 reading and writing skills. Students also have the opportunity to practice their writing skills when they are asked to give presentations that include some type of visual component. When they are preparing for these presentations students will have to write out the appropriate information on their poster or in their PowerPoint slides. Finally, students have the opportunity to practice their listening skills when they act as the audience members for the other groups' presentations. If these students are given a simple task to do during the presentation, or they are expected to use the knowledge disseminated through the presentation for a specific purpose, this will allow them to use this opportunity to practice their listening skills. The communicative nature of presentations also allows audience members to improve their listening skills more than listening to a tape or a lecture would. Because the audience members are able to confirm their understanding by asking questions and interacting with the presenters.

The final benefit of using oral presentations in the language classroom is that they can provide students with additional motivation to study English. Oral presentations do more than just give students an opportunity to practice language skills. They also give students an opportunity to teach something to their peers. If the activity is properly scaffolded, students will be able to work independently to produce an effective presentation. This can lead to higher levels of motivation for the students involved, as they are able to see the results of their hard work when they are successful in the presentation that they give. One of the joys of teaching a presentation class is seeing students gain confidence, self-esteem, and autonomy while they are working independently, or as a small group, to produce and give an effective presentation.

D. Effective Oral Presentation

Chivers and Shoolbred (2007) claim that in order to prepare and deliver the presentation, there are some characteristics which are important to make it effective:

- a. Careful planning and preparation
- b. Good time management
- c. Relevant and interesting content
- d. Good communication skills
- e. Appropriate use of technologies
- f. Clear supporting documentation
- g. A suitable audience participation

Therefore, in oral presentation, it is necessary for students to know how to prepare and structure their presentation. In addition, they need to know how to deliver it because this will make its content more effective.

E. Preparation of Oral Presentation

Tarcy (2000) state that fully 90 percent of your success as a speaker will be determined by how well you plan your speech.

a. Planning and Preparation Stage

The speakers are going to decide their reasons of present this topic. In the planning stage if the speakers find the exact answer, it will help them to plan the presentation (Mondel, 2000). In addition, the time that students have to prepare their presentation plays a great role in the result of the preparation. Chivers and Shoolbred (2008) claim that a short amount of time creates pressures on what you can achieve and may limit the quality of the final presentation. A long amount of time can result in lack of focus with the tasks until the delivery date is closer and a period of frenzied activity leading up to the event. So, giving the students much time to prepare their project can be useful to create a better result.

Moreover, Chivers and Shoolbred (2008) list some steps that planners can follow to succeed in their preparation:

- a. List all the tasks that need to be complete before the date of presentation.
- b. Place these tasks in an order of priority.

- c. Allocate the time needed to complete each of these tasks.
- d. Check your progress regularly.
- e. Reallocating the remaining time, to make sure that all the tasks are been completed.

One can say that, students need all the time that teacher gives them in the preparation of an oral presentation in order to increase their understanding about the topic. They need to be able to present and explain the content to their classmate. If students prepare their topic with a good way, this will help them to answer all the questions that their teacher or classmates ask them. In addition, if students are working in-group, they will need to plan their presentation together, because each one of them should know everything about the topic.

b. Preparation of The Content

Oral presentation is not like any other presentation because presenters are going to give their information about the topic orally. Therefore, the content needs to be relevant and interesting the audience Chivers and Shoolbred (2008) claim that it is useful to create the content in the following ways:

- a. Decide what include and what to exclude

According to Chivers and Shoolbred (2007), choose the content which is relevant to the context and module studied. The presenters try to relate their topic to the real life, whether it happens at their school, city, or in the world.

When the topic of presentation is about something new this can make it more interesting to the audience.

b. Provide links further sources of information

The presenters write the sources of their information and later give them to the audience. This may be helpful for the audience to get more information about the topic. According to Chivers and Shoolbred (2008), the source could be related to the content that you have not been able to include but can be used for further reading and knowledge development. The aim of giving the sources is to help the audience when they want to get more information about the topic.

F. Delivery of Oral Presentation

Delivery of oral presentation is different from writing report, because in oral presentation if the audience does not understand the speaker, they cannot turn back and try to make a connection to get the idea. Therefore, the way of giving an oral presentation should be organized to make the audience understanding the objective of the work. To achieve their goals, the speakers should know how to deal with the time allocated for delivering the presentation.

a. Time Allocated for Delivering an Oral Presentation

A good presenter is the one who knows how to use the time allocation in informing the topic or material. They can finish their presentation in the exact time that they have. According to Chivers and Shoolbred (2008), the use of

time during the presentation has relation with the content. Sometimes, the audiences also get the time to ask questions so the speakers should prepare themselves according to the time and try to use it effectively. If the speakers do not have much time to present, they can give only the important point to the audience. In addition, one of the problems that the speakers face is when practicing in the presentation group. In this case, they do not have the same time to practice. In sum, in order to be in time, the speakers need to structure and organize the work.

G. Structure of an Oral Presentation

In order to affect the hearer, the speaker provides a clear outline of his topic, and structures it well. According to Chivers and Shoolbred (2008), a clear structure usually helps the audience to gain a quick understanding of the content of the presentation. If presentation is structured, the listener will be easier to understand it. Storz et Al (2002) decides that there are three parts to typical presentation:

a. Introduction

Introduction is the most important part of the presentation. The speakers need to get the attention from their audience. According to Storzet Al (2002, in English speaking countries when a speaker wants to get the audiences' attention, sometimes they start with a joke or statement to surprise them and rise their interest. The speakers have to be intelligent in the way that will help them to involve the audiences in their talk.

1. Greet the Audience

It is important to greet the audiences by saying something like:
hello, ladies and gentlemen, good morning members of the jury...etc

2. Introduce One Self, (name position...etc)

When the speakers introduce themselves by saying for example:
good afternoon, ladies and gentlemen, let me introduce myself, is not just
to identify themselves but this may help the audiences to know his/her
relation with the subject.

3. Give the Title and Introduce the Subject

It is necessary for the speakers after starting any presentation to
inform the audience about the title of their presentation and the details
they are going to talk about.

4. Give your Objective (purpose, aim ,goal)

The main goal of delivering an oral presentation is to give
information about certain topics. Therefore, the speakers need to make the
audiences keep their attention to all what the speakers are saying, in order
to establish and understand, the message that they want to clarify (Storz et
Al, 2002, p.7). In academic presentation, it is very important to start with
the aims and objective of the research.

5. Announce your Outline

The audiences need to be aware with speakers' outline to know what will be come. In addition, the speakers should use the same grammatical form at all stage of presentation.

b. Body

2. Content

Speaker gives information, which is relevant to their topic.

2. Quantity

The speaker should focus on the quality rather than how much information that they give to the audience.

3. Sequence

The information should be give in an organized way from general to specific

4. Linking Ideas

The speaker should make a connection between their information. This will help the audience to more understanding. The speakers can use examples to be clear.

5. Voice and Pronunciation

In order to be understood the presenter need to use their voice (ton, pitch, speed and slow speech) to attract their hearers. Therefore, they try to recognizing their self on something natural .according to Storz et Al

(2000) the voice is important in giving the audience the exact meaning. If the speakers raise their voice, he will put their audience in the subject. Moreover, sometimes when the speech is slow some audience will get sleeping.

So correct pronunciation is important, because in English there are more words, which is similar so speaker should say it with right stress and intentions.

c. Conclusion

It is more important to inform the audience that the presentation had been finished. There are several ways that the speakers can use it to finish their talk. According to Storz et Al (2002,p. 11) “ the end of the conclusion of your talk should include four parts: a brief reminder of what you tried to show in your speech and how you tried to do so , a short conclusion , make comments or open a discussion.” At the end of presentation, the presenter tries to answer all the audiences’ questions.

H. The Use of Visual Aids in Presentation

The use of visual aids in oral presentation is to make the topic more effective, so students need to be careful in their choice of these aids, because the aim of it is to help them in their presentation. In addition, Baker (2000) states that over used of visual aids makes the listeners focus in it more than on the topic.

a. Advantage of Visual Aids

The use of visual aids is to support the work. Many students do not know the exact reason of chose their aids. According to Chivers and Shoolbred (2007, p.107) “many students do even professional presenters forget just why you have decided to use some kind of visual support for your presentation.” There was some topics, which could been reinforced by aids in order to be more interesting . Also, visual aids are used to clarify and explain things, which are not understood by the audiences. In addition, visual aids are necessary in oral communication as well as in writing skill. Xianiming (2005) clarifies the importance of visual aids.

1. It helps the audiences to get more understanding about the topic.
2. It uses to help the audience make a relation ship between the ideas.
3. Visual aids make the presentation to be more professional, interesting, informative, and persuasive.

In sum, the speaker needs to use aids that are simple because the aim is to clarify the topic.

b. Types of Visual Aids

There are many types of visual aids, which are available to the speakers. Xianiming (2007) states that “There are kinds of oral

presentation will require one kind of visual aids” fellow some of those types of visual aids:

1. Maps , Charts and Graphs

They are very effective tools because; the audience gets much information in an easily visual formal. In addition, the presenter can uses colors to take the audiences’ attention.

2. Slides

They are been used to show visual images of any things that the speaker wants to talk about. They are been considered as necessary aids in any presentation.

3. Power Point

This tool is dependent on the use of computer. Power point is enabling the presenter to create visual slides that speakers want to use. These slides include the power information of the topic.

4. Handouts

It is a sheets of prepare which include a summarizing of information that the speakers will tell it to their audiences. Handouts are one of the most effective forms of visual aids, but it is include a brief explanation about the topic. The presenters can distribute handouts at the end, because if they give it to them at beginning the audiences may lose their attention.

In sum, visual aids help to make a presentation livelier. It makes the audience keep attention to the presentation. Moreover, there is some information that is difficult to understand through speech alone. In addition, the main goal for asking students to do oral presentation is to improve their proficiency in English. Moreover, if EFL do this activity with a correct way in preparation, organization and structure this will give them a strong experience that may help them in other carrier.

2. Speaking Skill

I. Definition of speaking skill

According to Cora and knight (2000), speaking is the act of performing and producing the oral language to convey a message in different situation and in appropriate context. In order to be able to communicate with other speakers, responding to someone else, knowing how to deal with different events, so speaking is a productive skill for putting all element of language together to perform or construct the intended message. The spoken language includes some characteristics that differentiate it from the other skills: tone of voice, stress, intonation, speed of speech, besides the gestures and facial expression of the speaker that they can use with repetitions and pauses.

All these characteristics are helpful for the speakers' when they deliver or address messages for the listener. Speaking is an interactive process of constructing meaning. It involves producing, receiving, and processing information. Hedge (2000)

states that learning to speak competently in English is a priority. Many learners think that having many words may help them to speak English. However, there are learners who know many words but they face problems in using the words. Thornbung (2008) claims that one frustration commonly voiced by learners are that they have spent years studying English, but still cannot speak it.

Moreover, According to Ur (2004), the speaker must be aware of vocabulary, grammar, and pronunciation at the same time. Also, the learners must be a good listener because when they say something this is respond for something else. In addition, to enhance their speaking skill, students do not only learn how to speak but they should be aware of how to use this language in given speech community.

J. Purpose of Speaking

Basically the main goal of speaking is to communicate and to be able to express ideas or thought. Arsjad and Mukti U.S. (1993) as cited in Ulviana (2011) state that speaking is the ability to say the words, convey thoughts, ideas and feelings. A speaker should understand the target of speaking and try to do the communication to the listener. So, the thought can be effectively conveyed.

The general objective of speaking according to Taringan (1990), there are five categories, namely:

1) Entertaining

This means that the speaker attracts listeners with a variety of ways, such as humor stories, exciting and adventures to make happy atmosphere in the audience. Here, the speaker has to keep engaged to his audience.

According to Leeds (2003), speakers can engage his audience by drawing them in, by being interesting, by never being boring and inspire your audience to take action by reaching their emotion.

2) Inform

This means that the speaker wants to give information to the audience such as:

1. To describe a process.
2. To give, distribute, or impart knowledge.
3. To give explanation.

3) Stimulating

This means speaking is to stimulate. This is much more complex than other speech purposes, because the speaker has to talk influence, or convince his audience. This can be achieved if the speaker really knows the will, interest, inspiration, needs, and aspirations of his audience.

4) Move

This means through a good ability in speaking, one can used to exploit the situation and also can move the audience.

5) Convincing

Speaking aims to convince listeners of something through a convincing conversation, along with opinions, facts or evidence with the expectation the listeners attitudes can be changed.

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this study is To find out whether the use of oral presentation in English speaking class facilitate a better learning atmosphere or no. this chapter presents precise explanation of research methodology including the research design, population and sample, technique of data collection, brief description about research location and technique of data analysis.

A. Research Design

The present research used qualitative approach. According to Creswell (2008), qualitative method is a type of educational research in which the researcher relies on the views of participants, asks broad, general question, collects data consisting largely of words (text) from participants, describes and analyzes these words for themes; and conducts the inquiry in a subjective, biased manner. The aim of this study is to find out whether oral presentation activity facilitate better learning atmosphere in English speaking class or no. The technique of data collection comprised observation and interview. This study was designed to explore about the use of oral presentation on learners' speaking ability in English speaking classroom.

B. Population and Sample

1. Population

In this study, the researcher needs to decide the population to collect the data. Creswell (2008) explains population is a group of individuals who have the same characteristic. Considering this statement, the researcher determined the population of this study was the third semester students of English department of UIN Ar-Raniry academic year 2015/2016. These 2015 academic year students were divided into six units. Each unit has about 30-35 students who have taken speaking-III class in the semester when the research was conducted. The researcher determined them as the population of the study because there are for a number of reasons. In the third semester, normally students are able to take risks in speaking the foreign language because they have started to develop their level from their first semester. More importantly, they are not like the first and second year students who are not familiar with the university atmosphere. In addition oral presentation activity also should be kind of preparation for those students to acquire a better speaking ability before taking more advanced course such as public speaking.

2. Sample

Arikunto (2010) states that sample is a limited number of elements from a population to be representative of the population. The sample of this study is all students in unit four. The researcher determined all members of this unit as the sample because this unit is apply oral presentation in the teaching and learning process since the class was started. There were totally 30 students in this unit. In

selecting the sample, the researcher used purposive sampling. According to Mackey and Gass (2005), purposive sampling is a sample selected in order to elicit a particular type of data. The sample may or may not be representative of the population at large.

C. Technique of Data Collection

For gathering the required qualitative data, the observation was administered to the subjects followed by semi-structured interview. In the explanation below, the researcher then tries to discuss deeper those two instruments for collecting the data in this study.

1. Observation

The techniques used in collecting the data for this study were observation and interview. Creswell (2008) states that “observation is the process of gathering open-ended, firsthand information by observing people and place at a research state”. Thus, in this research the researcher applied observation technique to observe learners’ involvement and reaction in the classroom activities. Moreover, oral presentation activities are already applied in the classroom that will guide the researcher to find the results about the use of oral presentation in English speaking class facilitate a better learning atmosphere. Observation checklist was grouped into three categories ; classroom atmosphere/presentations/audiences. Observation list was adapted from the previous research was conducted by Zitouni Nadia (2013) by small changes in some points. 12 points was excluded because they are irrelevant to research context. In case of observing the instructor, the researcher focused on several things. In

classroom atmosphere category, the researcher intended to observe about the existence of confusion and boredom felt by the students during teaching and learning process by using oral presentation as an activity. In observing the case of presentation the researcher wanted to see if presenter speaks clearly, firmly and confidently, in addition, the researcher wanted to observe whether the speaker use of body language (gestures, eyes contact, facial expression) when he/she delivers the material. The last category that would be observed by the researcher is the audiences. In this case, the researcher wanted to see how the audience ask questions when other students are delivering the material in front of the class. Moreover the researcher wanted to see the audience give their comments respectfully to their friends. The explanations above are only some of cases those are included in the checklist observation.

2. Interview

Interview used as the last technique in gathering the data in this study. According to Moh Nazir (1999), interview is the process to get explanation by asking questions face to face between researcher and respondent using interview guide. Besides, Bogdan and Biklen (1998, as cited in Haryanto, 2015, p.25) state that “interview is a purposeful conversation, usually between two people but sometimes involving more, that is directed by one in order to get information from the other”. The purpose of applying this technique in the study was to dig more information about the students opinion toward the use oral presentation in English speaking class can facilitate a better learning atmosphere or no. Moreover, the interview was applied

after observation phase was done in each speaking course. Borg and Gall (1983) state that there are three methods of interview, those are:

a. Unstructured interview

In this method, the interviewer carries out the interviewee without any systematic plan of question as the guideline to handle it.

b. structured interview

In this method, the interviewer carries out the interviewee by using set of questions that is planned systematically as the guideline for having the interview.

c. Semi-structured interview

In this method, the interviewer uses a set of questions and each question is developed to gain details information.

In this study, researcher used semi-structured interview to gain the data from the students. According to Mackey and Gass (2005, p.365), semi-structured interview is “a type of interview in which the researcher use written list of question as a guide, but can digress and probe for more information”. This method was used to gain additional information to answer the first research question which is used to find out whether the use of oral presentation activity in English speaking class facilitate a better learning atmosphere or no.

In conducting the interview, the researcher made an appointment with six students and told that she would hold an interview with them. The researcher chose

six students from the class which had been observed. The criteria of the selected students were those who were active and good in delivering the topic and those who were passive and not good in delivering the topic. The researcher chose them during the learning process which was seen from the observation process.

During the interview process, the researcher recorded and took some notes of the interviewees. It aimed to avoid any fallacy or misunderstanding of data collection when it was analyzed descriptively.

D. Brief Description about Research Location

This study took place at English Language Education Department of Ar-Raniry State Islamic University (UIN Ar-Raniry). The university was established on October 5th in 1963. It is located in Jl. Ar-Raniry, Kopelma Darussalam, Banda Aceh. The status of this Islamic university changed on October 1st in 2013 from IAIN Ar-Raniry into UIN Ar-Raniry. The university which is headed by Prof. Dr. Farid Wajdi Ibrahim, MA. as the rector, has nine faculties. Faculty of Education and Teacher Training is the faculty that focuses on education and educational expert preparation. The faculty comprises several departments ; one of them is Department of English Language Education or *Pendidikan Bahasa Inggris (PBI)* where this study was conducted.

Department of English Language Education (*PBI*) has the vision to produce qualified, innovative, competitive, professional, well-behaved prospective professional English teachers. Moreover, The mission of this department is to

develop a practical, applicable, and modern English language learning which refers to local wisdom. Department of English Language Education (*PBI*) which is currently headed by Dr. T. Zulfikar, S.Ag.,M.Ed,has a total of 31 lecturers (based on *Buku Panduan Akademik 2014/2015*) and 995 students who come from various regions of Aceh.

English Language Education (*PBI*) of UIN Ar-Raniry is the leading and reputable department of Education and Teacher Training Faculty which has many enrollers from many regions in Aceh. It receives “A” accreditation from National Accreditation Department or also known as *Badan Akreditasi Nasional (BAN)*. In relevance to the lecturers who teach at English Language Department (*PBI*) of UIN Ar-Raniry, most of them were graduated from various international universities in many developed countries, including United States, United Kingdom, Australia, Netherlands, Germany, Malaysia and so forth.

E. Techniques of Data Analysis

Since the study was designed in qualitative approach, the use of descriptive analysis was an appropriate method to classify and analyze the data. Therefore, the data that as gathered from observation would be elaborated in the description. Before explaining the data further in the descriptive analysis, the researcher firstly measured the percentage of aspect rated of presentation by adapting the statistical formula in sudijonos’s book (2010) as follows:

$$P = \frac{f}{n} \times 100\%$$

Where: P = percentage

F = frequency

n = number of sample

100% = constant value

On the other hand, in order to obtain the data, the process of interview was recorded and transcribed. Creswell (2008) defined that transcription is a process of converting audiotape recording 'or field notes into text data. Further, the data analysis started with reading the entire transcription, taking some notes and finding out the common ideas based on participants' responses. The data of students' responses was gathered through interview. Once the data collected, it will be transcribed. Later, the findings of the interview would be presented in narrative explanation. Afterward, she reviewed and analyzed each theme for several times. Creswell (2008) stated in his book that the researcher need to re-read his database for several times in order to procure deeper understanding from the information was supplied by the participants. Furthermore, the researcher integrated the information she obtained from the participants of her research with the information come from other researchers in relevant studies.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter covers the research findings and discussion. The explanation is elaborated in descriptive analysis supported by detailed discussions with regard to the use of oral presentation in English speaking class to facilitate a better learning atmosphere. The result of observation and interview are explained descriptively and the related theories are provided coherently.

A. The Data Analysis of Observation

The researcher used observation technique in order to observe learners' involvement and reaction in the classroom activities. The observation was conducted on 19th October 2016, 26th October 2016, 2nd November 2016, and 9th November 2016. It was carried out only in one unit, that is unit 4. The researcher selected the unit based on the lecturer's approval and his convenience. The observation was done in four meetings. However, the researcher only observed the students' performance in three meetings. In the last meeting, the lecturer taught the class by explaining the previous topics that were presented by the students. In this study, the researcher video-taped the teaching and learning process of the Speaking-III class by using camera.

During the observation, the researcher did not take the crucial part in the teaching learning process. Since the aim of this study is to know whether the use of oral presentation facilitates a better learning atmosphere or not. The researcher

merely wanted to observe some aspects related to the use of oral presentation in English speaking class. Checklist observation was grouped into three categories: classroom atmosphere/ presentations/ audiences. In case of presentation, the researcher observed the students' performance to deliver some topics in front of the class.

Table 4.1. classroom atmosphere category in the first meeting

| Aspect rated | Very good | good | Not good |
|---|-----------|------|----------|
| The atmosphere of the classroom is participative | ✓ | | |
| The time is appropriate for doing such activity | ✓ | | |
| The students kept quite while the others are performing | ✓ | | |
| The existence of confusion and boredom | | ✓ | |

This table shows that in the first meeting, the atmosphere of the classroom was very active. All of the students kept asking and gave their comment to their friend who presented the topic in front of the class. The time was appropriate for doing such activity. There were 8 students who got the opportunity to perform the material in front of the class in the first meeting. One student had 10 minutes to explain the material and answer the question from the audience. moreover, the

students also kept quite while the other was performing the material in front of the class. They focused on the topic which was presented by the presenter. However, the researcher did not see the existence of confusion and boredom that felt by the audience during the students' performance.

Table 4.2. presentation category in the first meeting

| Aspect rated | Criteria | F | Percentage |
|--|-----------|---|------------|
| Projected voice easily heard | Very good | 6 | 75% |
| | Good | 2 | 25% |
| | Not good | 0 | 0% |
| Use of body language (gestures, eyes contact, facial expression) | Very good | 6 | 75% |
| | Good | 1 | 12,5% |
| | Not good | 1 | 12.5% |
| Message clearly transmitted | Very good | 6 | 75% |
| | Good | 1 | 12,5% |
| | Not good | 1 | 12,5% |
| High level of fluency | Very good | 2 | 25% |
| | Good | 5 | 62.5% |
| | Not good | 1 | 12,5% |
| Presenter speak clearly, firmly and confidently | Very good | 1 | 12,5% |
| | Good | 6 | 75% |
| | Not good | 1 | 12,5% |
| Speaker uses visual aids in their presentation | Very good | 0 | 0% |
| | Good | 0 | 0% |
| | Not good | 8 | 100% |
| Appropriate use of presentation topic | Very good | 8 | 100% |
| | Good | 0 | 0% |
| | Not good | 0 | 0% |
| Present the topic with logical sequence | Very good | 5 | 62,5% |
| | Good | 3 | 37,5% |

| | | | |
|---|-----------|---|-------|
| | Not good | 0 | 0% |
| | | | |
| Delivery of presentation are structure | Very good | 6 | 75% |
| | Good | 2 | 25% |
| | Not good | 0 | 0% |
| Presenters ask their classmates questions about the topic | Very good | 7 | 87,5% |
| | Good | 0 | 0% |
| | Not good | 1 | 12,5% |
| Total | | 8 | 100% |

F = frequency

There were eight students who did oral presentation in the first meeting. Concerning oral presentation, the researcher observed that almost all of the presenters raised their voices when they were delivering the topic. According to Storz et Al (2000) the voice is important in giving the audience the exact meaning. If the speakers raise their voice, they will put their audience in the subject. Moreover, sometimes when the speech is slow some audience will get sleepy. The researcher also observed there was a student who did not use body language such as facial expression, eye contact, and gestures when she presented the topic. Another student only used hand gestures. However, the other six students used all aspects of body language mentioned in the observation list when performing. Most of them presented the main ideas of their topics clearly, only one of them presented the topic unclearly. Although the students were taking upper intermediate class, their fluency is still very low. The researcher noticed that the students still need to practice a lot in order to speak fluently yet understandable. Even though they do not have high level of fluency in speaking, the researcher noticed that all presenters had high self-confidence

because they presented the work in a simple way without experiencing anxiety. The class did not provide any kind of visual aids to support the topic. However, the presenter kept presenting the topic with an effective way by providing a lot of examples related to the topic given by the lecturer. Regarding the use of visual aids, Xianiming (2007) states that there are many types of visual aid the students can use in order to support their oral presentation such as, maps, charts, graphs, power point and handouts. However, the class did not provided such visual aids. According to Baker (2000), Oral presentation is an extension of oral communication skill. It is where the presenter shows their knowledge on a particular subject. The participant might choose the title or the teachers give it to them. Regarding the statement above, the researcher believe that all of the students presented an appropriate topic based on the recommendation of the lecturer. The three topics given by the lecturer are about euthanasia, hot issues and underwater knowledge. The researcher observed that there were five students who presented the topic with logical sequence. They explained the topic in an organized way from general to specific. Most of the students delivered the topic structurally. According to Chivers and Shoolbred (2008), a clear structure usually helps the audience to gain a quick understanding of the content of the presentation. If presentation is structured, the listener will be easier to understand it. Most of the presenter began the presentation by introducing themselves, and the title. Moreover, they explained the material with logical sequence. However, there were two students who did not explain the content of their topic with logical sequence, but they did not forget to introduce themselves and the title of their topic before they start

to do oral presentation. At the end of their performance, they opened question (Q) and answer (A) session about the topic. As Chivers and Shoolbred (2007) state that doing presentation is a very good learning experience. In the end of oral presentation, the speakers give their audience the opportunity to ask about things that are not clear to them. However the researcher seen there was only one presenter who did not provide Q and A session at the end of her presentation. It might be that her level of confidence is low.

Table 4.3. audiences category in the first meeting

| Aspect rated | Very good | Good | Not good |
|--|------------------|-------------|-----------------|
| Ask appropriate questions related to the topic | ✓ | | |
| Avoid asking questions | | | ✓ |
| Criticize ideas not persons | | ✓ | |
| Give their comments respectfully | ✓ | | |

In the first meeting, the class was very active. Most of the audiences asked appropriate questions related to the topics presented by the presenters. One of the presenters had three or four questions from the audience. When the presenters were not able to answer the question, other students helped them by providing additional answer. In the first meeting, there was one presenter who got criticized and commented from the audience related to his performance. According to the audience,

his pronunciation and the way he explain the material is good. However, he seemed to be afraid when presenting the topic in front of the class and the audience suggested him be more confidence next time. Nevertheless, the audiences gave their comments respectfully.

Table 4.4. classroom atmosphere category in the second meeting

| Aspect rated | Very good | good | Not good |
|---|------------------|-------------|-----------------|
| The atmosphere of the classroom is participative | ✓ | | |
| The time is appropriate for doing such activity | ✓ | | |
| The students kept quite while the others are performing | ✓ | | |
| The existence of confusion and boredom | | ✓ | |

In the second meeting, the atmosphere of the classroom was participative. All of the students participated to do oral presentation in the classroom. As in the first meeting, the time was appropriate for doing such activity. Unlike in the first meeting, in the second meeting the total number of students who perform the topic in front of the class were ten students. As usual, every student had 10 minutes to explain the material and answer the question from the audience. The researcher observed that all of the students kept quite while the others were performing. They look so serious

when listening to their friends' explanation. The researcher, however did not see any students who feel bored and confused during their friends' performance. It was because most of them were active by asking the questions related to topic delivered by the presenter.

Table 4.5. presentation category in the second meeting

| Aspect rated | Criteria | F | Percentage |
|--|-----------|----|------------|
| Projected voice easily heard | Very good | 8 | 80% |
| | Good | 2 | 20% |
| | Not good | 0 | 0% |
| Use of body language (gestures, eyes contact, facial expression) | Very good | 8 | 80% |
| | Good | 1 | 10% |
| | Not good | 1 | 10% |
| Message clearly transmitted | Very good | 2 | 20% |
| | Good | 8 | 80% |
| | Not good | 0 | 0% |
| High level of fluency | Very good | 2 | 20% |
| | Good | 8 | 80% |
| | Not good | 0 | 0% |
| Presenter speak clearly, firmly and confidently | Very good | 2 | 20% |
| | Good | 7 | 70% |
| | Not good | 1 | 10% |
| Speaker uses visual aids in their presentation | Very good | 0 | 0% |
| | Good | 0 | 0% |
| | Not good | 10 | 100% |
| Appropriate use of presentation topic | Very good | 10 | 100% |
| | Good | 0 | 0% |
| | Not good | 0 | 0% |
| Present the topic with logical sequence | Very good | 2 | 20% |
| | Good | 8 | 80% |

| | | | |
|---|-----------|----|------|
| | Not good | 0 | 0% |
| | | | |
| Delivery of presentation are structure | Very good | 8 | 80% |
| | Good | 0 | 0% |
| | Not good | 2 | 20% |
| Presenters ask their classmates questions about the topic | Very good | 9 | 90% |
| | Good | 0 | 0% |
| | Not good | 1 | 10% |
| Total | | 10 | 100% |

In the second meeting, most of the students presented the topic about hot issues. Only two of them presented about underwater knowledge. When presenting the topic, the students raised their voices in order to be easily heard. Most of the students used body language in an effective way. Only one of them who did not use any kind of body language such as gestures, eye contact and facial expression. The researcher observed that she just stood in one side when she was delivering the topic. Different from students' performance in the first meeting, in the third meeting, the researcher observed that there were only two of the students delivered the topic with the message clearly transmitted. The others eight students did not provide any examples related to their topic. However, their explanation was easy to understand. As in the first meeting, the researcher did not find all of the students speak with high level of fluency. The researcher noticed that the students still need to practice a lot in order to speak faster yet understandable. Even though they do not have high level of fluency in speaking, the researcher noticed that all presenters had self-confidence because they presented the work in a simple way without any sign of anxiety. In the

second meeting, the researcher also observed that the presenter did not use any kind of visual aids to support their presentation. However, the presenter tried to make their performance look interesting and make the class to be participative by delivering the topic effectively. Some of them asked a lot of questions related to the topic that was presented by the presenter. There was one presenter who got six questions from her friends. She tried her best to answer all the questions. As in the first meeting, in the second meeting, all of the students also presented an appropriate topic based on the recommendation of the lecturer. The researcher did not see that all of the presenters present the topic with logical sequence. Tacy (2008) claims that when the speakers want to talk about their topic, they should organize the ideas from the more important point to less one. The presenters need to link those ideas together in a coherent statements or arguments. Unlike the statement above, the researcher sees that most of the students did not explain the material from general to specific. However, the message from their explanation was easy to understand. Most of the students began the presentation by introducing themselves and explaining the audiences about the topic they are going to present. They explained the material structurally. At the end of the presentation most of them asked their classmates some questions related to the topic that they had presented. The researcher observed there was only one presenter who ended the presentation without asking any question to his classmates.

Table 4.6. audiences category in the second meeting

| Aspect rated | Very good | Good | Not good |
|--|------------------|-------------|-----------------|
| Ask appropriate questions related to the topic | ✓ | | |
| Avoid asking questions | | | ✓ |
| Criticize ideas not persons | | | ✓ |
| Give their comments respectfully | ✓ | | |

The result of the table above shows that the audiences were very participative because they were interested about the topic. Some of them asked a lot of questions related to the topic that was presented by the presenter. There was one presenter who got six questions from her friends. Other presenters only got two or three questions. The researcher observed that the presenter who got six questions from the audiences presented the topic clearly and he provided many examples related to his topic. In addition, the researcher noticed that the students gave their comments and asked appropriate questions respectfully. In the second meeting, the researcher did not observe that the audiences criticize their friends' performance

Table 4.7. classroom atmosphere category in the third meeting

| Aspect rated | Very good | good | Not good |
|---|------------------|-------------|-----------------|
| The atmosphere of the classroom is participative | ✓ | | |
| The time is appropriate for doing such activity | ✓ | | |
| The students kept quite while the others are performing | ✓ | | |
| The existence of confusion and boredom | | ✓ | |

As in the first and second meeting, in the third meeting the class also was very participative. Most of the students wanted to present the topic at that time. However, not all of them got the opportunity to present the topic because there were some of them who had not performed the topic yet since the first and second meeting. The time was appropriate for doing such activity. There were ten students' performed in front of the class. As usual, each of them got ten minutes to perform the topic and answered the question given by the audiences. While the presenter delivered the material in front of the class, the other students' kept quite and listen to their friend's explanation. They looked so serious and did not show the confusion and boredom when the presenter delivered the topic in front of the class.

Table 4.8. presentation category in the third meeting

| Aspect rated | Criteria | F | Percentage |
|--|-----------|----|------------|
| Projected voice easily heard | Very good | 5 | 50% |
| | Good | 5 | 50% |
| | Not good | 0 | 0% |
| Use of body language (gestures, eyes contact, facial expression) | Very good | 5 | 50% |
| | Good | 3 | 30% |
| | Not good | 2 | 20% |
| Message clearly transmitted | Very good | 2 | 20% |
| | Good | 8 | 80% |
| | Not good | 0 | 0% |
| High level of fluency | Very good | 2 | 20% |
| | Good | 7 | 70% |
| | Not good | 1 | 10% |
| Presenter speak clearly, firmly and confidently | Very good | 2 | 20% |
| | Good | 7 | 70% |
| | Not good | 1 | 10% |
| Speaker uses visual aids in their presentation | Very good | 0 | 0% |
| | Good | 0 | 0% |
| | Not good | 10 | 100% |
| Appropriate use of presentation topic | Very good | 10 | 100% |
| | Good | 0 | 0% |
| | Not good | 0 | 0% |
| Present the topic with logical sequence | Very good | 2 | 20% |
| | Good | 8 | 80% |
| | Not good | 0 | 0% |
| Delivery of presentation are structure | Very good | 8 | 80% |
| | Good | 0 | 0% |
| | Not good | 2 | 20% |
| Presenters ask their classmates questions about the topic | Very good | 8 | 80% |
| | Good | 0 | 0% |
| | Not good | 2 | 20% |
| Total | | 10 | 100% |

Concerning oral presentation, students spoke about hot issues and euthanasia in different ways, but most of them did not raise their voices while speaking. The researcher observed that presenter did not have self-confidence, they seemed afraid to speak in public because most of them did not engage with the audience while speaking. Some students performed the information by reading a note. They delivered the ideas word by word without any intonation or stress. The researcher noticed that, those students did not prepare the material before they delivered the topic in front of the class. However, not all of them did the same. Only some of the students experienced less confidence when they delivered the topic. While the other students performed it well. Concerning the use of visual aids, most of the students did not use any kind of visual aid when presenting the topic. Even though some of the students still got less confidence in presenting the topic in front of the class, the researcher observed that most of them knew how to organize an oral presentation because they introduced him/herself when they started doing oral presentation. They also used the words such as *first*, *second* and *next* to make the audiences easier in getting the point of their explanation. At the end of the presentation, most of the students also asked their friend to ask the question related to the topic.

Table 4.9. audiences category in the third meeting

| Aspect rated | Very good | Good | Not good |
|--|-----------|------|----------|
| Ask appropriate questions related to the topic | ✓ | | |
| Avoid asking questions | | | ✓ |
| Criticize ideas not persons | | | ✓ |
| Give their comments respectfully | ✓ | | |

Concerning the audiences who were listening to their friends' explanation, most of them looked participative and asked some appropriate questions related to the topic presented by the presenter. As in the second meeting, the researcher observed that some of the audiences gave their comment respectfully about the presenter performance related to the their ideas in developing the material.

Table 4.10. Result of observation in the fourth meeting

| Q | F |
|--|---|
| What is euthanasia ? | 1 |
| How does euthanasia work ? | 1 |
| Why the doctor do euthanasia ? | 3 |
| Which country use that kind of euthanasia ? | 8 |
| What is your opinion regarding euthanasia in Islamic way ? | 3 |

Q: questions

In the fourth meeting, there was no oral presentation activity because all of the students already presented the topic in the first until the third meeting. To handle the class, the lecturer used another way to teach. He asked the students some questions related to the topics that were prepared by them in the last three meetings. He gave the score for everyone who answered his questions. The lecturer made some questions about euthanasia. There were 5 questions asked by the lecturer.

There was one student who answered both question, number one and number two. Question number three had been answered by three different students. Three of them explained the answer in different ways. A lot of students answered question number four because there was a lot of countries practice euthanasia to end someone's life. The last question was answered by three students. They presented a good opinion concerning euthanasia in Islamic view.

B. Discussion of Observation

In analyzing the data through observation list, the researcher focused on three aspects. Namely the classroom atmosphere, oral presentation and the audiences. After analyzing the result of observation of the classroom atmosphere in four meetings, the researcher found that the classroom atmosphere was very supportive. All of the students kept quiet while the others are performing. After the presenter finished his or her explanation, the audience asked an appropriate question related to the topic. In addition, the researcher observed that the time was appropriate to do such activity such as oral presentation. According to Chivers and Shoolbred (2008), the use of time

during the presentation has relation with the content. Sometimes, the audiences also get the time to ask questions so the speakers should prepare themselves according to the time and try to use it effectively. There were 8-10 students who got the opportunity to perform every meeting. Each presenter got 10 minutes to deliver the topic and answer the questions given by the audience. In analyzing the presentation aspect, the researcher found that all of the students presented an appropriate topic. Most of them performed the topic in a good way. Even though some of them do not have high level of fluency in speaking, they were able to deliver the topic with the clearly transmitted messages. The last aspect that had been observed by the researcher is the audiences. From the first until the fourth meeting, the researcher found that almost all of the students kept being participative in the class. They asked appropriate questions related to the topic that was presented by the presenter.

C. The Data Analysis of Interview

The interview was done on November 12th, 2016 and November 15th, 2016. Six students from Unit four were involved in the interview. The researcher asked the interviewees to answer the questions in English. However, since they are still in the early semester, they are allowed to answer the questions in English and Bahasa Indonesia. There were eight questions in the interview that were asked to the respondents of this study.

As the researcher used semi-structured interview, the samples were also given many other questions regarding their experience in English speaking classroom.

In order to attain the data analysis of the interview result, the transcription is provided. In this section, the interview respondents are coded as 'R1' for the first respondent, 'R2' for the second respondent and the code goes up to 'R6' as the last respondent.

In transcribing the data of interview, the researcher translated and corrected the grammatical errors produced by the respondents when the interview was conducted.

Question 1 : How long have you been learning English using oral presentation activity?

The first question aimed to identify about the students experience in learning speaking using oral presentation activity. the researcher would like to know since when do they use oral presentation activity in learning speaking skill. The responses of the participants were transcribed as in the following :

P1 : I have been learning speaking using oral presentation activity since I was in the first semester until now I am in the third semester.

P2 : From the first semester until now I am in the third semester

P3 : I think since I was in the first semester

P4 : Since I was in junior high school in RSBI

P5 : yes From the first semester

P6 : from the first time when I attend to English department especially in the first semester

Based on the students' responses above, most of them used oral presentation activity since they were in the first semester. However, one of them has been using it since she was in junior high school. It was proved by her well performance in the classroom when the researcher conducted the research.

Question 2 : Do you like learning English using oral presentation activity? Why?

The second question was pointed to examine the students' behavior toward oral presentation. The researcher wanted to know whether the students like to use oral presentation in learning English or not. The researcher also wanted to know the reason why they like doing this activity. Here are their responses toward the question :

P1 : Yes, sometime I like because with oral presentation we can create our confidence to speak in front of many people. We can share the information where other students don't know. So we can have much knowledge from doing oral presentation.

P2 : I like. Because it makes me become more confidence. In here we learn a language, as we know language is a tool to keep communication. To make a good communication we need to practice a

lot. oral presentation is one of activities that we should use to keep practicing.

P3 : Yes, but the lecturer should not spend 16 meetings only for students doing oral presentation. Sometimes the lecturer should explain to the students about the material and give some motivation to his or her students.

P4 : Yes, I like it because I can improve my vocabulary and improve my English to be better.

P5 : Yes I like. Because it can create my confidence.

P6 : Yes I like to use oral presentation activity in learning English because this is must be learned in English speaking class.

The students' answers for the second question showed that most of them like doing oral presentation activity in learning English especially in speaking class. However, the third respondent reported that, even though oral presentation is a good activity to create a better learning atmosphere, sometimes the lecturer also should be aware to provide the material or provide any feedback to his/her students in order to make their speaking better. One other students said that she likes to do oral presentation just because she has to follow the rule of English speaking class. However, most of them enjoyed this activity because it can boost their confidence to speak in front of many people.

Question 3 : Do you think oral presentation activity create a better learning atmosphere in English speaking class?

This question was asked to each student who participated in the interview in order to find out the student's personal opinion about whether the use of oral presentation activity can create a better learning atmosphere in English speaking class or not. Here are their responses toward the question :

P1 : Yes. Because when we present the topic in front of the class we can share our opinion to our friend. And they can also express their opinion about our topic so we can create an affective class with oral presentation.

P2 : Yes. Because if only the lecturer explain the material, we will feel bored. While the class used oral presentation activity, it will give the students opportunity to speak in front of the class. So the class will be more active.

P3 : Yes, it depends on the presenter. The class will be active and participative If the presenter explains the topic clearly and understandably.

P4 : Yes because the aim of speaking class is to make all students want to speak so the class will be active. To make the class become active, we as presenter should present an interesting topic and used a creative way during presenting the topic.

P5 : Yes, because all of the students will have the opportunity to present the topic in front of the class. We as the presenter should deliver the topic in a good way and make the audience understand about our topic

P6 : Yes, because by using oral presentation in English speaking class can make the class become active. All of the students become participative.

In accordance to the answers above, all of the students showed that they agreed if oral presentation can facilitate a better learning atmosphere in English speaking class. They also appreciate the lecturer because of applying this activity in speaking class so they can get the opportunity to speak in front of the class. Moreover, the majority of the students agreed that by using oral presentation the class will be more active and participative.

Question 4 : How does oral presentation facilitate a better learning atmosphere in English speaking class?

This question was intended to know in what way oral presentation can facilitate a better learning atmosphere in English speaking class. The researcher wanted to know the students' opinion to answer this question.

P1 : by presenting the topic and then ask our friend to ask the question about the topic. To make the class more active. We as presenter have to present the topic in a good way so the audience.

P2 : To facilitate a better learning atmosphere, it depends on the student who presents the topic in front of the class. The presenter has to be confidence when he or she is presenting the topic in front of the class. They have to avoid nervousness. Make the audience participative to our presentation and wanted to ask questions related to our topic.

P3 : Oral presentation can facilitate a better learning atmosphere in English speaking class when the topic is interesting and the presenter delivers the topic in a good way. The audiences asked the questions related to the topic. The presenter should cover the class not only stand in one position during presentation.

P4 : The first important thing is we should pay attention to the topic. The topic should be interesting and update. The presenter also should cover all the material, because if the presenter does not cover the material, the audience will be bored.

P5 : The topic should be interesting

P6 :To create a better learning atmosphere especially in English speaking class, the presenter should be active in presenting the topic. They have to make the student become participative and wanted to ask the question related to the topic.

Almost all of the participants gave similar opinions toward this question. In their opinion, oral presentation will create a good atmosphere in

English speaking class when the topic that is presented by the presenter is interesting. Moreover, the audience can enjoy the topic and become participative. In addition, the presenter should also cover all the material. In other word, he/she needs to prepare the material as well before delivering the topic in front of the class. Moreover, the presenter should be confidence when delivering the topic, they should move from one side to another side and use any kind of body language such as hand gesture, facial expression and eyes contact to make the audiences become interested of their performance.

Question 5 : Do you find any useful of using oral presentation during teaching and learning process in English speaking class? What are they?

This question was asked to each student who participated in the interview in order to find out whether they find any benefit of using oral presentation activity in English speaking class or not. In addition, the researcher also would like to know what benefits they got from learning speaking using oral presentation activity. Here are their responses toward the question:

P1 : There are a lot of advantages that we had from oral presentation.

The first one is it can improve our reading skill because we have to read a lot about the topic before performing the topic. Create our confidence in front of many people.

P2 : More confidence, especially for those students who are afraid to speak in front of many people, they should practice a lot by doing oral presentation in front of the class.

P3:There are a lot of advantages I get from practicing oral presentation activity, such as create self-confidence and able to speak in front of many people even though we don't know them. We can also motivate another people to practice an oral presentation activity and we can share the information to other people.

P4 : The advantage for the lecturer is, he or she can categorize which students are good in performance and the students who know a lot of vocabulary. The advantages from oral presentation for the students are they can learn how to speak in a good way and they can also learn new vocabulary.

P5 : Yes there are a lot of advantages of oral presentation. The first one is making us confident to perform in front of many people. And then we can have new knowledge. And have good pronunciation.

P6 : By using oral presentation activity, I can be more confidence to speak in front of many people.

The results showed that all of the students found many benefits of oral presentation activity. Most of them said that one of the benefits of practicing oral presentation is that it can boost their self-confidence. Moreover, by doing oral presentation in speaking class students can also improve their reading skill

because they have to read a lot of material related to the topic that will be presented. As Apple and Kikuchi (2007) state that another benefit of oral presentations is that they require students to use all four language skills; writing, reading, speaking, and listening. On the other hand, by doing such activity the student can also motivate another people to speak in front of many people. King (2000) also state that using oral presentation in the classroom can improve students' motivation. Oral presentation can also boost students high level of confidence to speak in a good way in front of many people. Moreover they can improve their pronunciation through this activity. One of the students also explained the benefit of oral presentation for the lecturer. She said that by applying this activity in English speaking class, the lecturer will be easy to categorize his or her students who are good in speaking. It is important for the lecturers to categorize their students' performance in order to make them easy in scoring their students.

Question 6 : Do you agree if oral presentation is a good activity that the teacher should use in teaching speaking? why?

Through the question, the researcher intended to know the students' opinion toward oral presentation activity. The researcher would like to know whether they agree or not if the activity should be used by the lecturer in teaching speaking. To answer the question, here are the students' responses :

P1 : Yes I agree. Because the lecturer gives us opportunity to speak. So we can share our opinion to others. The lecturer also has to participate with the students. He or she also should give an additional information about the topic that was presented by the presenter. My lecturer did it. He always gives additional information about our topic.

P2 : I agree. Because we are as English department students should have a good communication skill especially oral communication skill because the way we are applying the language is by speaking

P3 : It is same as the first question. So I agree if the lecturer applies this activity in speaking class. However the lecturer should not use this activity in every meeting.

P4 : Yes, especially in speaking class. Because if speaking class does not use speaking method, that will be useless.

P5 : Yes. Because this is speaking class. So this class should apply such of speaking method such as oral presentation.

P6 :Yes, I personally agree that the lecturer should apply oral presentation activity in English speaking skill. This activity can give the students opportunity to speak and share their opinion about some materials. In addition, he or she doesn't need to explain all the materials to the students in every meeting.

All of the participants agreed if the lecturer should use oral presentation activity in English speaking class. Some of them said that by applying this method, the lecturer will give the students opportunity to speak in front of the class. One of them also said that if the lecturer does not use such speaking method especially in speaking class, the class will be useless. However, one of the students suggested the lecturer not to apply oral presentation activity in every meeting because it will be boring. Sometimes they need to listen to the feedback given by the lecturer regarding their performance in order to make their performance better.

Question 7 : What are the problems that you face when presenting a topic ?

This question was pointed to know about the problem faced by the students when they present the topic in front of the class. Here are the students' responses toward this question :

P1 : Less of confidence or nervous, un prepared the material, lack of vocabulary. If I knew a lot of vocabulary I would speak fluently. When presenting the topic I prefer not to bring a note because it will disturb me and I will get blank.

P2 : Nervous, un prepare material, we should cover the material that we are going to present, if no, we will get confused to answer the question given by the audience. And then well prepare

P3 : Missing words, because of the topic that is difficult. Less of confidence. To overcome those problem, we should practice to speak in front of the mirror before doing oral presentation in front of the class.

P4 : Vocabulary, if we get less of vocabulary it will be harder to present well. And then nervous. sometimes when we can not cover the material it will make us become uncomfortable. Such as euthanasia. I think that is a difficult topic. I never find that topic before. And never read about it. So I prever to memorize when I presented that topic.

P5 : lack of confidence. I am afraid to make a mistake in presenting the topic. To overcome those problem, I always keep practicing before I have to perform in front of the class.

P6 : I always feel nervous when I have to present the topic in front of the class. Sometime I feel afraid to deliver the material. To overcome those problems, I prefer to bring a note and read it during presenting the material.

All of the participants fice the same problem in doing oral presentation in front of the class. The problems that they often find in presenting the topic in front of the class are less of confidence, nervousness, inability to cover the material and anxiety to make a mistake when presenting the topic. To overcome those problems, two of them suggested different solutions. R1 reported that she would feel more comfortable if she does not

bring any notes when she presents the topic. She said that it can make her lost her concentration. It was proved as the researcher can see her performance since the observation was conducted. She spoke fluently and the messages were clearly transmitted without focusing her explanation in a note. Different from R1, R6 has her own solution to overcome her problem. She said that she prefers to bring a note when presenting some materials. It was also proved when the researcher observed her performance. She almost read all the explanation through her note.

Question 8 : What is your solution for other students who find any difficulties in speaking English? Should they use oral presentation to overcome the difficulties?

The last question is aimed to know what the students' solution for other students who experience difficulties in speaking English. The researcher would like to ask students own opinion whether they should use oral presentation to overcome the difficulties or they may use another speaking activity. The responses of the participants are transcribed as follow :

R1 : Yes for those students who find difficulties in speaking, they should used oral presentation activity because it can boost their confidence.

R2 : Yes, they must use oral presentation to overcome the difficulties. By practicing speaking using oral presentation they can face their problem in speaking.

R3 : Yes I agree. Because with oral presentation we can reduce our nervousness when standing in front of many people.

R4 : Yes, for example if she always feels nervous when speaking and they don't ever want to practice she will always be afraid to speak in front of many people. By practicing using oral presentation they will be able to speak in front of many people.

R5 : Yes. They should use oral presentation as a tool to make their speaking become better.

R6 : I think they should practice their speaking skill by using oral presentation activity. Because this activity also will create their self-confidence.

Six students reported the same answer. All of them agreed if the students who get any difficulties in speaking English should use oral presentation activity as a tool to keep practicing so that their English speaking will be better.

D. Discussion of Interview

To find additional information in order to answer the research question, the researcher also conducted an interview. According to the data from interview analysis, the researcher found that almost all students had positive responses toward oral presentation activity that can facilitate a better learning atmosphere in English speaking class. Most of the students agreed if using oral presentation activity can create a better learning atmosphere especially in speaking class. The students can share their opinion about the topic to other students. They also got the opportunity to speak in front of the class. However, Apple and Kikuchi (2007) state that oral presentations do more than just give students an opportunity to practice language skills. They also give students an opportunity to teach something to their peers. Some of the interviewees also reported that to make the class become participative, the presenter should deliver the topic in a good way. As Chivers and Shoolbred (2007), states that the speakers need to have a strong content and present it in a clear way. In addition, the speakers should try to show the audience that they have confidence. The Speakers can use some emotions when it is necessary. He or she should make other students interested in their performance and they will ask a lot of questions related to the topic. Moreover, the researcher concluded that the best advantage of practicing oral presentation that the students will get is they can build their self-confidence.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the overall conclusion of this study along with the practical suggestions to the English language instructors and future researchers who are interested to investigate the same issue in a broader scope.

A. Conclusions

After analyzing the data and discussing the result in the previous chapter, the researcher would like to draw conclusions as follows:

Research result shows that third semester students have positive attitudes towards the use of oral presentation as a learning activity. Through the data of observation list, the researcher can conclude that most of the students feel comfortable to do oral presentation in the speaking class. The class was very participative since the research was conducted. Most of the students presented the topic in a good way. The students enjoy doing oral presentation during teaching and learning process because the activity can give them opportunities to speak freely and share their opinion about the topic to the other students. However, since the researcher observed the students' performance, she found that some of the students did not perform the oral presentation in a good way. They read the material and did not raise their voice when presenting the topic. But in the end of their presentation, they kept asking other students to ask any questions related to their topic. It showed

that even they could not perform well, they still want to create an active classroom environment.

Moreover, through the data from the interview, the researcher also found that six students who were interviewed by the researcher reported that they agreed if oral presentation activity is a good activity that can facilitate a better learning atmosphere especially in English speaking class. By using oral presentation activity, the students can speak and share their opinion freely. Moreover, they will be able to participate with other students by asking their friends to give their opinion about the presentation. The students reported that oral presentation activity is better to make the class becomes more active rather than the teacher's usual classroom activity that is explaining the material in every meeting while he or she did not give the opportunity for the students to speak.

B. Suggestions

The researcher gives some suggestions according to the result of the study about oral presentation activity as follows:

1. For teachers

It is expected for teachers to apply oral presentation as one of speaking activities in the speaking class. By doing oral presentations, teachers can help their students to learn English better and practice their speaking skill through this activity. Teachers can also create a better learning atmosphere in speaking

class by applying this activity. The students will be more participative when they have an opportunity to speak in front of the class.

2. For other researchers

For future research, it is hoped that there will be many more related research to come since the issue about the use of oral presentation activity is still limited. Due to the imperfection of this research, the researchers' expectation is there will be another research that will further investigate this issue thoroughly. In this research, the researcher observed one class only as the sample of this research which leads this research un generalizable, so it will be better for further research to incorporate larger sample to obtain more data to make it better in terms of validity.

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ABSTRACT

The aim of this study is to find out whether the use of oral presentation activity in English speaking class facilitates a better learning atmosphere or not. This research was qualitative. To gather the data, the researcher used two techniques namely observation and interview. The population of this study is the third semester students of English department of UIN Ar-Raniry academic year 2015/2016. While the sample were six students in unit four. In collecting the data, the researcher observed the students' performance in delivering the topic in speaking class. At the same time, the researcher video-taped the teaching and learning process and took note to discover some information as the additional data. In addition, semi-structured interview was employed to get more information. The researcher interviewed six students of unit four to know their opinion about the use of oral presentation activity in English speaking class. After collecting the data, the observation list was categorized and the interview results were transcribed. The findings showed that the use of oral presentation activity in English speaking class can facilitate a better learning atmosphere. Most of the students kept being participative in the classroom. Moreover the students have the opportunity to speak and also can share their opinion concerning some topics related to speaking to make the class more active and participative.

Key words: *oral presentation, speaking skill*

ACKNOWLEDGEMENT



First of all, all praises be to Allah the Almighty for His countless grace and blessings, who always raises me up whenever I am down. The One who has given me such enlightenment and strength to strive for the completion of this thesis. Also peace and salutation may be upon to the noblest man on earth, our prophet Muhammad SAW, for his guidance and religious advice. The one who will always be my role model in my everyday life.

I would like to express my gratitude and high appreciation to my beloved mother, Salmiah, and my lovely father, Marhaban (alm) for their love, patience, attention, support and caring. They are the greatest motivators in my life. Without them, I might not be able to go through this all. I also dedicate my big thanks for all of my beloved family, kak lia, kak yus, kak ida, kak war, bg agam, bg agus and my lovely sister dek ta for their support.

I would like to express my deepest gratitude and respect to my supervisors: Mr Safrul Muluk, S.Ag, MA, M.Ed, Ph.D and Mr Masykur Mahmud, MA for their kindness, support, assist, guidance and feedback in the completion of this thesis. They always made time to supervise me in the middle of their hectic activities. Then, thanks to Mrs Nida Wati M.Ag as my supervisor who has supervised me since I was in first semester until now. Then, my thanks to all of the lecturers and all staffs of English department, both English Department and non English Department lecturers;

and the staff of Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry who helped and guided me during my study in English Education Department of UIN Ar-Raniry. May Allah the most exalted reward them for their good deed and worthy knowledge. Amien. My special thanks and appreciation also goes to all students of unit 4 year 2015 who have participated in my research.

The last, I would like to thank to all of my friends of PBI '2012 especially to all my dear friends in Unit 4 2012, thank you for all the bitter sweet memories and our collectivistic habits. I also never forget to give special gratitude to my best friends: Uswah, Aul, Dina, Dini and Lupy who have given me many supports, inspiration, happiness, and much spirit in finishing this thesis.

Finally, I believed that this thesis was far from perfect and need to be criticized in order to be useful especially for English Department of UIN Ar-Raniry.

Banda Aceh, 10 January 2017

Tia Afrida

Appendix V

INTERVIEW GUIDELINE

Date :

Location :

Length :

Interviewee :

Interviewer :

1. How long have you been learning English using oral presentation activity?
2. Do you like learning English using oral presentation activity? Why?
3. Do you think oral presentation activity create a better learning atmosphere in English speaking class?
4. How does oral presentation facilitate a better learning atmosphere in English speaking class?
5. Do you find any useful of using oral presentation during teaching and learning process in English speaking class? What are they?
6. Do you agree if oral presentation is a good activity that the teacher should use in teaching speaking? why?
7. What are the problems that you face when presenting a topic?
8. What is your solution for other students who find any difficulties in speaking English? Should they use oral presentation to overcome the difficulties?

Appendix VI

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1. Name : Tia Afrida
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Banda Aceh, 10 January 2017

The Researcher,

Tia Afrida

The Use of Oral Presentation in English Speaking Class
(A Case study at Department of English Education of UIN Ar-Raniry)

THESIS
Submitted by:

TIA AFRIDA

The Student of Department of English Language Education
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2017 M/ 1438 H

THESIS

**It has been defended in SidangMunaqasyah in front of the council of
Examiners for working paper and has been accepted in Partial Fulfillment
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Co Supervisor

(Masykur Mahmud, MA)

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Appendix IV

| No | Classroom atmosphere | Not good | Good | Very good | Note |
|-----------|--|-----------------|-------------|------------------|-------------|
| 1 | The atmosphere of the classroom is participative | | | | |
| 2 | The time is appropriate for doing such activity | | | | |
| 3 | The students kept quite while the others are performing | | | | |
| 4 | The existence of confusion and boredom | | | | |
| No | presentation | Not good | Good | Very good | Note |
| 1 | Projected voice easily heard | | | | |
| 2 | Use of body language (gestures, eyes contact, facial expression) | | | | |
| 3 | Message clearly transmitted | | | | |
| 4 | High level of fluency | | | | |
| 5 | Presenter speak clearly, firmly and confidently | | | | |

Appendix IV

| | | | | | |
|-----------|---|-----------------|-------------|------------------|-------------|
| 6 | Speaker uses visual aids in their presentation | | | | |
| 7 | Appropriate use of presentation topic | | | | |
| 8 | Present the topic with logical sequence | | | | |
| 9 | Delivery of presentation are structure | | | | |
| 10 | Presenters ask their classmates questions about the topic | | | | |
| No | Audiences | Not good | Good | Very good | Note |
| 1 | Ask appropriate questions related to the topic | | | | |
| 2 | Avoid asking questions | | | | |
| 3 | Criticize ideas not persons | | | | |
| 4 | Give their comments respectfully | | | | |

Adapted from Zitouni Nadia (2013)

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Saya yang bertandatangan dibawah ini:

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Aceh Besar

Menyatakan bahwa sesungguhnya Skripsi yang berjudul: The Use of Oral Presentation in English Speaking Class adalah benar benar Karya Asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 10 January 2017
Saya yang membuat pernyataan

Tia Afrida

