

**EFL STUDENTS' PERCEPTION ON THE USE OF ORAL
PRESENTATION TOWARDS THEIR SPEAKING SKILL**

SKRIPSI

Submitted by :

Ala Panzi Silami

NIM. 200203010

Students of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
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**EFL STUDENTS' PERCEPTION ON THE USE OF ORAL PRESENTATION
TOWARDS THEIR SPEAKING SKILL**

THESIS

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By

ALA PANZI SILAMI

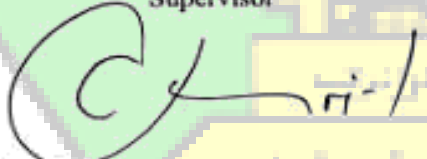
NIM. 200203010

Student of English Language Education Faculty of Tarbiyah and Teacher Training
Ar-Raniry State Islamic University Banda Aceh

Approved by:

Supervisor

Head of Department


**Khairiah Syahabuddin, MHSc.Esl.,
M.Tesol., Ph.D.**

NIP. 196910301996032001


Syarifah Dahliana, M.Ag., M.Ed., Ph.D

NIP. 197504162000032001

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SKRIPSI

Telah Diuji dan Dipertahankan di Depan Tim Penguji Munaqasyah Skripsi
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Untuk Memperoleh Gelar Sarjana Bidang Pendidikan Bahasa Inggris

Pada Hari/Tanggal : Thursday, 29 April 2026
11 Zulkaidah 1447 H

Tim Penguji Munaqasyah Skripsi,

Ketua :

Sekretaris :



Khairiah Syahabuddin, S.Ag., M.HSc.Esl.,
M.TESOL, Ph.D.
NIP. 196910301996032001



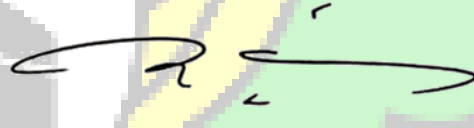
Khairul Azmi, M.TESOL.
NIP

Penguji I :

Penguji II :



Dr. Risdaneva, M.A.
NIP. 19831029015032003



Rahmi Fhonna, M.A.
NIP. 198211132015032004

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Safrul Malik, S.Ag., M.A., M.Ed., Ph.D.
NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Ala Panzi Silami
NIM : 200203010
Tempat/tanggal lahir : Lhokseumawe
Alamat : Padang Sakti, Kota Lhokseumawe

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**EFL Students' Perception On The Use Of Oral Presentation
Towards Their Speaking Skill**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 27 Januari 2026

Saya yang membuat surat pernyataan,



METERAN
TEMPER
20000196050627

Ala Panzi Silami

——————
Ala Panzi Silami

ALFA ARIANTI

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Banda Aceh, November 2025

Ala Panzi Silami

A R R A N I R Y

ABSTRACT

Name : Ala Panzi Silami
Reg. No. : 200203010
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
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Main Supervisor : Khairiah Syahabuddin, M.HSc.ESL.,M.TESOL,Ph.D
keywords : Students' perception, oral presentation, speaking skill,
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This study investigates students' perceptions of the use of oral presentations towards their speaking skills. This research employed a qualitative design. Data were collected through semi-structured interview to understand students' perceptions on the presentation towards their speaking skills, future plans, and the overall impact of oral presentations on their speaking performance. The findings show that most students perceive oral presentations as a beneficial strategy for improving their speaking skills. They reported improvements in fluency, vocabulary, pronunciation, and self-confidence. However, some challenges were identified, including anxiety, limited experience, and time constraints. In conclusion, oral presentations are generally viewed as an effective tool for enhancing students' speaking abilities. Teachers are encouraged to provide adequate support to help students overcome these challenges.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, research aims, significances of study, and research terminologies.

A. Background of Study

Speaking skills are very important for students. Speaking is one of the skills that plays an important role in teaching and learning English. Speaking skills not only play an important role but are also skills that are difficult for students to master, because speaking skills can improve communication skills in students as well. Speaking skills have an important role in conveying something that will show different characteristics for each person. According to Muslem and Abbas (2017) state the role of technique which is a form of experimental learning that allows students to fully understand and engage in the target language to improve their listening, speaking, reading and writing skills. It is not enough if students only have listening, reading, and writing skills without practicing their oral skills directly through speaking. In this case, teachers play an important role in making their students good speakers. Teachers need to find the right learning techniques to create conducive and enjoyable learning. With presentations can improve students' speaking skills, and not only to improve students' speaking skills but also to increase students' self-confidence. Many students now feel less confident

and afraid to speak in front of many people. So, with the presentation learning method students can improve their speaking skills even if only once a week.

There are several problems of students in speaking, conducted research on psychological factors stated by Juhana (2012) such as : First, there are still many students who lack confidence when asked to speak in front of their friends. There is even a type of student who is shy and lacks confidence in their abilities which can hinder the process of improving speaking skills. Second, shyness the student shyness when they are speak in front of the class. Third, the lack of motivation are support from parents means that students have motivation or support from their parents. Fourth, fear of mistakes is one of the main reasons students hesitate to speak English in class. Therefore, one reason why learners are often worried to even try to speak in a foreign language is their fear of making mistakes. The last, anxiety is a feeling of tension, apprehension, and nervousness associated with the situation of learning a foreign language.

The use of oral presentations in the classroom is necessary because it can give positive effect on students. Some students seldom speak English in the classroom, and they do not speak outside class with their friends. So, if students do not practice English in the classroom, they may never speak. An oral presentation is like a formal conversation, speaking to a group as a natural activity. It is created to inform or persuade the English Foreign Language (EFL). Oral presentation activities provide an excellent opportunity for the learners to

develop this skill, speaking several minutes in a structured way, delivering into various aspects of a single topic (Nadia, 2013, p. 2). This method can help students learn more about vocabulary, pronunciation and grammar. Because this method requires students to present something in front of the class such as discussing Education topics. It is also useful to increase the knowledge of other students. With that students' can be more confident and accustomed to using English in everyday use. In relation to the implementation of oral presentations in EFL classrooms, students' perceptions become important because their views and experiences can influence the effectiveness of this learning method.

Perception is the process that occurs when a person interprets information from the environment through the five senses. Each individual can have different perceptions of the same situation because they are influenced by experience, knowledge, and personal values. Perception plays a crucial role in shaping how we interact with the world around us. For example, two people viewing the same painting can have very different assessments depending on their cultural and emotional backgrounds. Perception can also be influenced by situational factors, such as mood or physical condition at the time of receiving the stimulus. In communication, differences in perception often lead to misunderstandings. Therefore, it is important to understand that perception is subjective and does not always reflect reality objectively. In psychology, the study of perception helps explain how the brain organizes and interprets sensory data. Technologies

like virtual reality now also leverage the principles of perception to create immersive experiences. Awareness of the relative nature of perception can help us better assess others and make decisions.

A number of studies have been conducted on students' perceptions on the use of oral presentations on their speaking skills. Ati & Parmawati (2022) her study aims to examine the oral presentations conducted by students with the intention that students can improve their speaking also seeks to determine what obstacles students experience when making oral presentations. The result, it was found that basically, students have a positive response to the implementation of oral presentation. Student perceives that it helps them to evaluate their ability to speak English, increasing motivation, as well as allowing them to think critically in the use of language. Although several aspects must be developed such as student pronunciation. This finding indicates that oral presentations are useful for improving students speaking skills. Nurlinda (2017) focuses her study on investigating Difficulties in Oral Presentations as a Form of Speaking Skills Assessment. Then, Sahriana (2018) her study focus on the use of oral presentations as final assignments in English. Next, Saritwa (2017) focuses on investigating the perceptions of English lecturers and students' presentations in improving students' speaking skills. They have the same opinion that both lecturers and students receive the use of oral presentations improves speaking skills. The last, Vitriyati (2021), which focuses on analyzing Oral Presentations

to Improve Speaking Skills. She stated that can improve students' speaking skills by implementing Classroom Action Research (CAR) using a collaborative design.

Related to previous studies, this study also seeks to provide insight into the use of oral presentations towards their speaking skills. This study only focuses on one language skill, namely speaking, and is located in the English Language Education Study Program (PBI) of UIN Ar-Raniry Banda Aceh. In addition, this study is also interested in exploring how speaking skills are influenced by presentations in the classroom. The reason for choosing perception is to determine students' perceptions of presentations towards their speaking skills. Therefore, this study was conducted to see how presentations can affect the speaking skills of students in the English Language Education Study Program (PBI) of UIN Ar-Raniry Banda Aceh.

B. Research Questions

Based on the previous statements, the researcher formulates research question as follow: What is a student's perception on the use of oral presentation toward their speaking skill?

C. Aim of The Study

Based on the research question, the aim of this study is to find out the students' perception on the use of oral presentation toward their speaking skill.

D. Significance of The Study

This research is expected to provide insight to all parties that may share people who also have the following similar interests, such as:

1. For English educator, this research helps English teachers to learn more about the effect of presentations on students, the constraints that occur, and how to overcome these constraint. This research is also useful to help teachers remain professional, productive, and effective in developing learning models so that students will feel comfortable, interested, and not bored during learning.
2. For English learners, this research helps students to add information about what causes the influence of presentations. This research is also able to help students to know the influence of presentations to improve students' speaking skills.
3. For Further researchers, this research is also expected to help provide additional information for future researchers who have the same topic, so that the problems under study can continue to develop and get many different solutions so that they are able to overcome the problems being studied.

E. Terminology

1. Perception

Perception is the reaction elicited when an impression is perceived from without after making the connection with memory. Perception depends on some background information that will trigger a reaction.

2. Speaking

Speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. When someone is talking, that person will also think about what they are going to say. Meanwhile, in the listener's position, you will fully listen to the other person who is speaking so that you are able to assess what the other person has said, so that the listener is able to give or express his opinion to that person.

3. Presentation

Presentation is the delivery of information in front of many people to convey an idea, concept, material, and as a resource person or other things. In an oral presentation, one or more, students give a talk to a tutorial group and present views on a topic based on their reading or research.

CHAPTER II

LITERATURE REVIEW

This chapter, presents several theories related to research. This includes perception, speaking, oral presentation and previous study.

A. Perception

1. Definition of Perception

Perception is the reaction caused when an impression is perceived from without after making the connection with memory. Perception depends on some background information that will trigger a reaction. Perception related to behavior and attitude because when they think of something, they will most likely do what they think.

According to Kauchak (2011), perception can be defined from physical, psychological, and physiological perspectives. Kauchak gave the cognitive dimension of perception and he sees perception as the process by which people attach meaning to experiences. He said that when people attend to particular stimuli in their sensory memories, processing continues with perception is important because it influences the information that enters working memory.

B. Speaking

1. Definition of Speaking

Speaking is a part of the important skill in learning English. Speaking is the ability to perform linguistic knowledge in actual communication, where the student uses this skill in daily activities. When people speak, they construct ideas in words, express their perception, their feelings and intentions, so that interlocutors grasp meaning of what the speakers mean. Some of the experts of linguistic have different opinions from each other because their background of the study is different. However, all of the opinions have similarities.

According to Webster (1982), speaking is an activity carried out by someone in order to convey information or express the contents of one's thoughts or opinions in a foreign language. If humans express it by saying words or by articulating sounds, other people will easily connect thoughts between one person and another. Therefore, when someone is talking, that person will also think about what they are going to say. Meanwhile, in the listener's position, you will fully listen to the other person who is speaking so that you are able to assess what the other person has said, so that the listener is able to give or express his opinion to that person.

Speaking also a skill that can involve knowledge, pronunciation, grammar, vocabulary and culture. There are also conditions where some people

use talking to solve a problem between other human beings. Words will describe the meaning of an opinion that the person wants to convey, sometimes humans also use words in speaking to ask for help in a good and polite way or even those who use words to speak as a joke with the other person. Speaking is one of the four skills that exist in a foreign language which will be useful for expressing ideas, opinions, thoughts and even our feelings towards other people which will be conveyed to that person through speaking by making words out. Speaking is an important ability in a foreign language because as we know that speaking is a means of communication between people. Without speaking, we will not be able and able to express our opinions among human beings and with bad communication it can also worsen our relationships with people around our environment.

Students must improve their speaking skills so that they can form good communication. In general the purpose of speaking is to inform something, entertain others or persuade others (Saddhono & Slamet, 2017). The ability to speak properly and correctly will be very difficult to obtain, not everyone has the ability to speak a foreign language because the ability to speak a foreign language is not hereditary but must be continuously trained so that a person's speaking ability can improve (Sholihah, 2020).

2. The Elements of Speaking

There are several elements of speaking which are very important and must be considered so that we are able to acquire good and correct speaking skill. Here are the elements of speaking that have to be considered by any speaker, as stated by Brown as cited in Adhawati & Candra (2018) :

1. Grammar

Grammar is a rule which can help us arrange words so that they can be combined, arranged and changed in order to produce or show different meanings. This grammar also aims to provide knowledge to students of foreign languages about making a sentence so as to produce sentences that are beautiful and have beautiful meanings so that they can improve the speaking ability of a fellow social human being.

2. Pronunciations

Pronunciation also has a goal, namely that students are able to speak like native speakers, but students will not get this instantly and practically (Gilbert, 2008). Students must make serious efforts to be able to get good and correct pronunciation. One way for students to be able to get good pronunciation is by practicing seriously until the student feels used to it. When we are talking, the pronunciation will also determine the variations and sound patterns in sentences.

3. Vocabulary

Vocabulary is the basic of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in our minds. Vocabulary is about the choice of words that are used appropriately based on the context of speaking.

4. Fluency

Fluency is very necessary in speaking skill so that students are able to speak fluently and accurately. When someone speaks fluently and accurately, it is easier for the interlocutor to understand and believe what the speaker is saying.

5. Comprehension

Comprehension in speaking context relates to our capability to understand and interpret what is said. To make the dialogue process run smoothly and continue, we must understand the content of the conversation, so that we can give a response.

3. Problem with Speaking Activities

English speaking problems are the difficulty that students face in learning English. Juhana (2012) there are some factors that faced by the students when they speaking in the class: fear of mistake, shyness, anxiety, lack of confidence and lack of motivation. Her research revealed that psychological factors such as:

a. Fear of mistakes

Numerous scholars contend that students' hesitation to speak in English in class is primarily caused by their fear of making mistakes.

b. Shyness

Many students experience the emotional state of shyness when they are expected to speak in English class. Shyness is also a problem in speaking and learning classes, so being aware of this aspect is also important in order to help the students perform their speaking in the classroom. Speaking in front of people is one of the more common phobias that students encounter, and feelings of shyness make their minds go blank or cause them to fear that they will forget what to say.

c. Lack of confidence

When students recognize that their conversation partners have not understood them or when they are unable to understand another speaker, they frequently experience a lack of confidence. This shows that building students' confidence is an important part of a teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to

build the students' confidence.

d. Anxiety

Anxiety is a feeling of tension, apprehension, and nervousness associated with the situation of learning a foreign language.

e. Lack of Motivation

In speaking performance, motivation influences the success of the speaking performance. Motivation will also influence the score of the speaking performance. Students who have high motivation to success can receive and get better achievement than the students who have weak motivation.

4. Types of Speaking

There are many types of classroom speaking performance that can be used in teaching speaking. A teacher can give a drill and ask students to make a dialogue, whether transactional or interpersonal. Students are asked to give an oral report short speech. The following are six categories that students do in class (Asilestari, 2018), namely:

- a. Imitative. A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice and axonation contour or try to pinpoint a certain vowel sound.

- b. Intensive. Intensive speaking goes one beyond imitative to include any speaking performance that designed to practice some phonological or grammatical aspect of language.
- c. Responsive. A good deal of student speech in the classroom is responsive: short replies to teacher or students' initiated questions or comments.
- d. Transactional (dialogue). Carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.
- e. Extensive (monologue) Monologues can be structured and can also be done suddenly with an oral report or summary, or it can be a short speech.

C. Oral Presentation

1. Definition of Oral presentation

Oral presentation is one of the ways to give information to other people. There is much information that we can share using presentation. Eggleston (2004) stated that when someone is asked to appear in front of more than one person, in a purpose of explaining and convincing, it means they have got a presentation. An oral presentation is a method of communicating information verbally supported by images, visual aids and/or technology. The information can be delivered as group discussions, speeches, debates and class presentations. Presentations can be delivered individually or as part of a group.

2. Advantages of Oral Presentation

Effective oral presentation skills are essential in education, social, and professional life. According to Meloni and Thompson (1980: 503), if oral presentation has been guided and structured, it will be beneficial to ESL/EFL students in all their learning subjects and later in their work. Oral presentation has advantages for students to increase their speaking skill, there are consisted of 5 items:

- a. To represent student-centered. In oral presentation classroom activities, the students have two roles, which are as a teacher and as a student. The students who are standing in front of the class providing information to their classmates mean they are teachers now, and when they are sitting as audiences in the class, it means they are students.
- b. To prepare an oral presentation. Makes students use their reading skills, writing skills, and in addition increasing their knowledge. According to Shaezong (2005), in oral presentation preparation, students need to search for specific information related to their presentation.
- c. To increase students' speaking skills. According to Brooks & Wilson (2014), oral presentation becomes an opportunity for students to speak in a natural way with others. Using oral presentation could help students to improve their speaking skills and pronunciation, as oral presentation makes students use English to communicate.

- d. To interact between students. The interaction between students who become presenters and a student who becomes the audience. The interaction between students gives an opportunity to develop their listening skills.
- e. To overcome students' fear. The fifth advantage of oral presentation activity is overcoming students' fear of standing in front of the class. It makes students more courageous and confident. Oral presentation also gives more opportunities to students in employment for their future career.

D. Previous Studies

There are several studies that related to this research. In this section, some previous studies related to the researcher has been conducted on this topic as follows:

In the research of Putri (2019) with the title "Improving Students' Speaking Ability Through Oral Presentation" this study is conducted at SMAN 6 Pontianak. The participant in this research is Year-11 MIPA 4 students. This class had 34 students that consist of 15 male students and 19 female students. The researcher chose this class as the participant because the students were really rare to practice speaking and afraid to make mistakes when they speak English. Techniques of data collection in this research were observation and measurement technique. The observation technique used to observe the activities during the teaching and learning process. The measurement technique was applied to

measure the students' speaking ability through oral presentation. The score of each student used to see their progress in speaking.

Another study was conducted by Nurlinda (2017) with the title "English Students' Perception on the Difficulties in Oral Presentation as A Form of Speaking Skill Assessment at IAIN Palangka Raya". She explained that the purposed of this study was to investigate English students' perception of the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya. For conducting the data, the researcher used quantitative and the technique for collecting the data is questionnaires, the population was English Department Students" academic year 2014//2015, 2015/2016, and 2016/2017 which consisted 107 students were taken as the sample.

In the research of Sahriana (2018) with the title "Improving Students' English Ability Through Oral Presentation Task: The Students' Perception". This study aims to get the students' perception on the use of oral presentation as the final task in English for Engineering class at Politeknik Negeri Ujung Pandang. The object of the research are the students of Mechanical Engineering department, Mechatronics study program, academic year 2016/2017 which consist of 20 students. To get the perception, a questionnaire and interview are used to gather the perception of the students. The questionnaire is given to all 20 students while the interview is done randomly. The students who are interviewed

is divided into three classifications which are high achiever, medium achiever and low achiever.

Another study was conducted by Goeyardi (2022) with the research on “Application of Presentation Method to Improve Speaking Ability in Speaking Course”. This study aims to improve the speaking ability of sixth semester students of Chinese Literature, FIB UB by using the presentation method. The type of research used is Classroom Action Research using pre-test, post-test, and questionnaire distribution. The results of the study indicate that the presentation method can improve the speaking ability of sixth semester Chinese Literature students, FIB UB (class A) totaling 26 people. In addition, from the questionnaire distribution it can be seen that there are 18 students who agree with using the presentation method, 2 students who disagree, and 3 students who do not fill out the questionnaire.

The findings of research conducted Markadina (2019) under the title “Students Perception of English- Speaking Club to Improve Speaking Skill”. This study aimed to find out the students’ perception of English-speaking club in relation to improve speaking skill, for collecting the data the researcher used quantitative method, and for conducted the data the researcher used questioner. the sample were students who had joined English speaking club consisted of 34 students. The result showed that 97,1% of the students agreed if English speaking

club can improve students speaking ability. Based on the data, the researcher concluded that students had positive responses for English speaking club, and also speaking club can improve students' speaking ability.

Another study was conducted by Qatimah (2023) under the title "English Students' Perception in Using Oral Presentation to Improve Students' Speaking Ability" This study was aimed at investigating the impact of oral presentation toward speaking ability based on English students' perception. The purpose of this study were to investigate the impact of oral presentation to improve students' speaking ability and to find out what is the difficulties when delivering oral presentation. For conducting the data, the researcher used quantitative research. To obtain the quantitative data, the researcher used questionnaires, the researcher gave questionnaires for 50 students in the English Department of UIN Ar-Raniry who has taken presentation class. The results showed that majority of respondent agreed that oral presentation can improve student speaking ability and also there were some problem that faced by English students when delivering oral presentation.

In addition on that, Vitriyati (2021) conducted research on "Oral Presentation to Improve the Students' Speaking Skill of the Seventh Grade Students at SMPN 35 Surabaya" stated that the aim of the study was to improve the students' ability in speaking skill by applying Classroom Action Research

(CAR) using a collaborative design. This study was conducted in two cycles. The study was conducted at SMPN 35 Surabaya. It was applied in the first semester of the academic year 2020/2021. The sample were the ninth-grade students consisted 41 students. The data of the study were obtained from the following research instrument: observation and test.

The findings of research conducted by Ati, & Parmawati, (2022) under the title “The use of oral presentation in teaching English to improve students speaking skill” This study aims to examine the oral presentations conducted by students with the intention that students can improve their speaking also seeks to determine what obstacles students experience when making oral presentations. The researcher applied qualitative research as a research method to collect the data the researcher used observation and field notes as instruments. The data obtained were categorized and analyzed based on several related theories. Regarding the result, it was found that basically, students have a positive response to the implementation of oral presentation. Student perceives that it helps them to evaluate their ability to speak English, increasing motivation, as well as allowing them to think critically in the use of language.

In the research conducted by Saritwa (2017) with the title “Perception and Practice of Students’ Presentation to Enhance Students’ Speaking Skill”. This study explained that the perception of English lecturers and students of

UIN Walisongo Semarang towards students' presentation in enhancing students' speaking skill, the researcher used observations and questionnaire for conducted the data. The sample were four English lecturers, and seventy English language department students in five classes of UIN Walisongo Semarang. The researcher concluded that all English lecturers of UIN Walisongo Semarang as participants have positive perceptions towards students' presentation helped students to enhance their speaking skills. They believed that students' presentation brings some benefits to the students also motivated them to speak English while presentation. Meanwhile, the English students of UIN Walisongo Semarang have different perceptions about students' presentation to improve their speaking ability. 60% of students as participants stated that they believed that students' presentation can help them to increase their speaking ability. However, 40% of students who participated stated that they are unsure that students' presentation can help them to improve their speaking ability. They claimed that some students only delivered monologues or read slides during presentations.

The previous study in this research has some similarities and differences with this research. The similarity is they are using oral presentation technique and also most of the relevant studies used quantitative method and questionnaires for collecting the data. While, the different both of them is the place of the study and level of education.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes several aspects of the methodology, including research design, population and samples, techniques of data collection, and data analysis.

A. Research Design

In this research, the researcher used qualitative research. Qualitative research is presented in the form of interview methods. Qualitative research aims to explore or collect data and show the importance of the details of the data being studied. An interview is one of the methods used in collecting qualitative research data.

This study was conducted through interviews to assess how students respond to the presentation on their speaking skills. This research design also requires researchers to collect data and obtain data to complete the data about what is needed. The sources of information are obtained from interview research through student perception, so that researchers can directly obtain data that can describe subjective answers. This research method does not require costs, because researchers can only collect data by interviewing students. So, new researchers can collect data as needed.

B. Population and Samples

1. Population

The population of this study was English students at UIN Ar-Raniry. Creswell(2012) says that the population can be explained as a group of individuals, institutions, objects, and so on that have the same characteristics that interest a researcher.

2. Sample

Creswell (2012) said that a sample is a subgroup of the target population that the researcher plans to study to generalize about the target population. In this research, the researcher used purposive sampling. In purposive sampling, individuals are chosen based on the belief that their inclusion will enhance the contribution to your analysis. The participants in this study were the English students of UIN Ar-Raniry who had taken a presentation skill class, and they consisted of 10 students.

I selected 10 interview participants for this study based on several methodological considerations. In qualitative research, the primary focus is not on a large sample size, but rather on the depth of data obtained. By involving 10 respondents, the researcher was able to gain more in-depth information about students' perceptions of the use of oral presentations without sacrificing the quality of the data analysis. In the context of this study,

in-depth interviews with 10 students were able to represent the variety of perceptions, both positive and negative, regarding the use of oral presentations to improve speaking skills.

C. Research Instruments

The researcher used the interview method because qualitative research seeks to deeply understand opinions about the use of oral presentation towards speaking skills according to the subjective experiences of the individuals involved. Interviews were used to obtain oral comments from students about the use of oral presentation towards speaking skills. Interviews function as a means of communication or interaction that aims to collect information through the exchange of questions and answers between researchers and informants or research subjects (Raharjo, 2011). As described by Creswell (2008), qualitative interviews occur when researchers ask broad, open-ended questions to one or more participants and document their responses.

The type of interview used in this study is semi-structured interviews which include closed and open-ended questions and follow-up why and how questions. While dialog can deviate from planned topics, like in a regular or we might end up discussing entirely unexpected things (Adams, 2015). This interview is conducted to obtain verbal comments from students about the use of oral presentation towards speaking skills. The questions in this study cover several

factors about the use of oral presentations on language skills; perspectives, improvements and impacts on PBI students. This research used a semi-structured interview with 10 participants. The primary data collection is to find the perception between EFL students' on the use of oral presentation towards their speaking skill. The data was collected on April 14th - 23th, 2025. The selected informants had the first initial of the respondent's name. The results of the interviews will be modified according to the understanding of the researcher to facilitate research. The interviews location is in an empty room in the UIN Ar-Raniry Building.

The following is example of interview list questions:

1. What is your perspective on the role of oral presentation in improving speaking skills?
2. How do you view the impact of oral presentation on their speaking skills?
3. How do you view oral presentation as beneficial for improving speaking skills?
4. What is your opinion on the use of oral presentation to develop speaking skills?
5. What are your future plans to improve oral presentation on language skills?

D. Data Collection and Analysis

To collect the data, the researcher provided a list of questions related to the use of oral presentations towards speaking skills. Hancock (2009) said that when you research and look at the information you have collected, you need to organize it in a way that shows the most important parts. In this study, interviews were written down and then observed carefully to understand what people said during the interview. In examining the interview data, the researcher used an interactive approach to qualitative data analysis as described by Miles and Huberman (2014). This approach contains three main phases: data reduction, data display, and drawing conclusions and verification.

During data reduction, the researcher sifts through the collected data to select pertinent information, which is then organized into clusters for further analysis. Subsequently, the data is categorized and arranged in a manner that facilitates the origin of conclusions. Data displays are utilized to provide the researcher with a comprehensive understanding of the data. The culminating phase involves drawing conclusions and verifying them, where the researcher leverages the organized data for detailed interpretation, emphasizing the critical role of the researcher in ensuring accurate meaning and interpretation of the data. At this phase, data triangulation is implemented for verification, employing multiple methods and sources to refine the data interpretation (Mile & Huberman, 1994)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter, presented the findings of the study and its discussions that were carried out before.

A. Research Findings

The findings are explained based on the research question. The research question was, “What is a student’s perception on the use of oral presentation toward their speaking skill?”. This study aimed to determine how students’ perception on the use of oral presentation speaking skill. Regarding the research question in this study, all participants agreed that presentation towards speaking skills.

1. Oral presentations help students towards their speaking skills.

Based on the question, all the student said that oral presentations help students in improving speaking skills because they encourage speakers to deliver information in a structured, clear, and confident manner in front of an audience.

W said that :

“In my opinion, oral presentation plays a very important role in improving speaking skills. This activity forces the speaker to deliver information in a structured, clear, and confident manner in front of the audience.”

Similarly, N, M, A, S, and N2 said that :

“Oral presentation is one of the most effective ways to improve

speaking skills. With presentations, we learn to organize ideas coherently, use the right language, and deliver messages confidently in front of an audience...”.

Similarly, Z also said that :

“Use of oral presentations on language skills is more effective because it can be practiced directly in front of the audience, although the first time doing an oral presentation can feel nervous, but when you are used to it you will become more confident and can convey clearly and correctly.”

Similarly, P also claimed that :

“Oral presentations can be especially beneficial in public speaking, conversation, vocabulary, and grammar. It can also make us more confident to speak in front of many people.”

Furthermore, F and D also claimed that :

“The use of oral presentations can improve language skills because it can make us more confident and can make us better at speaking.”

2. The impact of oral presentations towards their speaking skills.

Based on the question, all students said that oral presentations have a significant impact on speaking skills because they help students become more confident in speaking in public and improve their ability to control expression, intonation, and the structure of ideas when conveying information.

W, Z, and N2 said that :

“Oral presentation has a big impact on speaking skills. With oral presentations that initially made me nervous, now I am more

confident to speak in public. And also can control my expression, intonation, and structure when I convey ideas.”

Similarly, N also said that :

“In my opinion, the impact of oral presentations can make me more confident. At first I was embarrassed, but if I often practice in front of the mirror or even talk to myself or prepare, well prepare, I can be confident to speak in front of the class. For speaking skills, presentations in front of the class can really help me to be more confident and be able to make scripts that are good for presentations in front of the class. So it won't be embarrassing.”

Similarly, M and F also said that :

“Oral presentations have a hugely positive impact on a person's speaking skills. With consistent practice, a person will become more accustomed to public speaking, reduce nervousness, and improve the way they communicate orally.”

Similarly, P, A, and S claimed that :

“Oral presentations have a positive impact on speaking skills. People who often give presentations tend to be more fluent in speaking, have better pronunciation, and are able to adjust intonation and facial expressions according to the content of the conversation.”

Furthermore, D also claimed that :

“In my opinion, the impact of oral presentation on speaking skills is significant in improving speaking skills. Through this activity, one can be trained to think in a structured way, convey ideas clearly, or regulate intonation and articulation. This is not just about public speaking, but also about building self-confidence and effective communication skills.”

3. Benefits of oral presentation towards speaking skills.

Based on the question, all students said that oral presentations provide many benefits for speaking skills because they help students

become accustomed to using good sentences, learning proper intonation and expression, and managing speaking time effectively when speaking in public.

W, Z, and M said that :

“Oral presentations are very useful because through presentations can get used to using good sentences and learn good intonation, expression, and also be able to manage my speaking time when in public.”

Similarly, N, S, and N2 also said that :

“Oral presentation is useful because it can train us to organize and convey ideas logically and systematically. In addition, this activity also improves the ability to choose the right words, speak with good sentence structure, and interact directly with the audience, all of which contribute to improving speaking skills.”

Similarly, P claimed that :

“In my opinion, oral presentation is useful because it encourages focus on pronunciation, and there is also an increase in vocabulary and grammar usage. So in my opinion, oral presentation is very good for improving speaking skills.”

Similarly, A and F also claimed that :

“Oral presentation is useful because it can improve speaking skills. And with oral presentation can train intonation, pronunciation, and self-confidence in real situations.”

Furthermore, D also claimed that :

“In my opinion, oral presentation is useful for improving speaking skills, such as increasing self-confidence because they are used to speaking in public. Second, there is training in speaking fluency because students have to deliver materials within a limited time and regularly. Then, there is improving news and argument skills

because they need to convey information logically and convincingly and the last is providing a two-way communication experience if equipped with a question and answer session.”

4. Development of oral presentations towards speaking skills.

Based on the question, all students said that oral presentations are very effective in developing speaking skills because they help students become more confident when speaking in public, speak more clearly, and convey ideas in a way that is easily understood by the audience.

W, N, and P said that :

“Oral presentation is very effective in developing language skills. One of the developments is that it can make me more confident when speaking in public well, clearly, and easily understood by the audience.”

Similarly, Z and A also said that :

“Oral presentations are considered quite effective in helping develop speaking skills because we practice directly and can also evaluate ourselves.”

Similarly, M, D, and S claimed that :

“I strongly support the use of oral presentations as a tool to develop speaking skills. One of the developments that I feel is the increase in my confidence when speaking in front of many people. In addition, I also became more aware of sentence structure and intonation when speaking.”

Similarly, F also claimed that :

“In my opinion, I strongly support the use of oral presentations as a method for developing speaking skills. One of the most visible improvements is an increase in confidence when speaking in public.

This is very important, especially in academic and professional settings.”

Furthermore, N2 stated that :

“In my opinion, the use of oral presentations is very effective in developing speaking skills. One of the developments is the improvement of the ability to speak clearly and convincingly. Through presentation practice, individuals learn how to convey messages in a way that is interesting and easy for the audience to understand.”

5. Future plans for oral presentations towards speaking skills

Based on the question, all students said that they plan to continue practicing their speaking skills by actively participating in activities involving presentations, such as class discussions, seminars, and speech competitions.

W and N said that :

“My future plan is to continue practicing my speaking skills by actively participating in activities that involve presentations, such as class discussions, seminars, or speech competitions. I also want to read and listen to good language materials more, so that I can enrich my vocabulary and improve my speaking skills more naturally.”

Similarly, Z and F also said that :

“I plan to continue to train myself by actively participating in discussion forums, webinars, and presentation activities, both in person and online. In addition, I will also record and evaluate my own presentations to find out what parts need to be improved, such as intonation, speech tempo, or facial expressions.”

Similarly, M and N2 also said that :

“My plan for the future is to continue practicing presentations in various situations, both in academic and informal settings. I also plan to record myself during presentations so that I can evaluate and improve my shortcomings. In addition, I want to expand my vocabulary and deepen my language structure so that I can convey ideas more effectively and in a variety of ways.”

Similarly, P, A, and D claimed that :

“I plan to improve my presentation skills by practicing regularly, both independently and in front of others. I also want to take public speaking training to deepen my effective techniques. Furthermore, I will actively seek feedback for evaluation purposes and ensure I understand the material well so I can deliver with more confidence and clarity.”

Furthermore, S stated that :

“My future plan is to practice it consistently through various means. I will actively practice public speaking, expand my vocabulary, and record and evaluate my own presentations. In addition, I will learn from other people's presentations and take communication training so that my speaking skills will develop further professionally.”

B. Discussion

The research question in this study focused on how students' perceptions on the use of oral presentations toward their speaking skills.

In this discussion section, the analysis is conducted using the experiences of ten participants in an EFL classroom. All students responded positively to the use of oral presentations toward their speaking skills. All participants stated that using presentations was a helpful tool in their

speaking, especially in improving their speaking skills.

Based on the results of the study, it can be seen that the student perception on the use of oral presentation towards their speaking skill. Some theories are Qatimah (2023), to investigate the impact of oral presentation on improving students' speaking ability and to find out what is the difficulties when delivering oral presentations. Then, the intention that students can improve their speaking skills also seeks to determine what obstacles students experience when making oral presentations (Ati & Parmawati, 2022).

In the research of Putri (2019), the measurement technique was applied to measure the students' speaking ability through oral presentation. Then, Markadina (2019) finds out the students' perception of the English-speaking club in relation to improving speaking skills. A study by Goeyardi (2022) indicates that the presentation method can improve the speaking ability of sixth-semester Chinese Literature students.

Some other result, Sahriana (2018) showed that most of the students felt nervous and challenged at the same time. Nervous because it was the first time for them to do a group presentation. The students also stated that the task improved their listening, speaking, reading, and writing at the same time, though speaking got the highest score in the task.

Participants said that presentation towards their speaking skills,

fluency, vocabulary usage, pronunciation, and self-confidence. First, fluency is a key goal for L2 learners and an important focus in language teaching (Pauliina, 2020). Fluency is one of the main goals of communicative language learning (Communicative Competence). (Brown, 2007) he explains that fluency occurs when learners are able to focus their attention on meaning, not just the form or structure of language. Fluency is an exciting and fast-moving field of research, with clear practical applications in language teaching (Parvaneh & Clare, 2020). Fluent is a speaker who frequently uses language patterns such as “you know”, “I think that...”, “as a matter of fact”, which are stored in long-term memory as whole units (Wood, 2010). Fluency is not just about speaking quickly or without pauses, but also includes the automatic ability to process language. He distinguishes three types of fluency: Cognitive fluency, Utterance fluency and Perceived fluency (Segalowitz, 2010).

Second, vocabulary is “a set of words that are the building blocks of language which convey meaning and enable communication” (Schmitt, 2020). Vocabulary as “all the words that a person knows or uses in a particular language”. Nation emphasizes the importance of a balance between receptive vocabulary (the vocabulary that is understood) and productive vocabulary (the vocabulary that is used when speaking/writing) (Nation, 2001). Vocabulary is "the words we teach in the foreign language,

including single words and combinations of words which convey particular meanings." (Ur, 2012). Vocabulary is defined as "a set of lexemes, including single words and multi-word units, that make up the lexicon of a language." (Richards, & Schmidt, 2010). vocabulary as "a large collection of words that make up the language; knowing a word involves knowing its form, meaning, and use." (Thornbury, 2002).

Third, Pronunciation is a way of producing and understanding meaningful language sounds (Gerald, 2000). Pronunciation includes the pronunciation of individual sounds (vowels/consonants) as well as prosodic features such as stress and intonation (Dalton & Seidlhofer, 1994). Pronunciation is the ability to pronounce language sounds in an understandable way and according to native speaker standards (Murcia and ect, 2010). Pronunciation is the way in which speech sounds are produced by the human vocal organs and perceived by the listener. So, pronunciation is directly related to the physical production of sound and the listener's perception (Peter, 2009). Pronunciation refers to the way we make the sounds of a language, including segmental and prosodic aspects, so that speech is intelligible to listeners (Fraser, 2000).

Last, Self-confidence is a belief in one's own capabilities to organize and execute the courses of action required to manage prospective situations (Albert, 1997). Self-confidence refers to the belief that one has

the ability to perform and succeed in learning or using a language (Brown, 2007). Self-confidence is a positive self-evaluation of one's abilities and worth, which promotes effective coping and social functioning (Peggy, 2013). Self-confidence is the internal belief that you are capable, lovable, and valuable, regardless of mistakes or setbacks (Borba Michele 2008). Self-confidence is one's belief in his or her ability to successfully perform a specific task or behavior (Al-Hebaish, 2012).

Finally, students' understanding of the use of oral presentations on language skills. In this study, ten respondents explained that they agreed with the statement that there was an increase in speaking in the use of presentations.



CHAPTER V

CONCLUSION AND SUGGESTION

This section offers both conclusions and suggestions. The conclusion provides a synopsis of the data analysis and discussion, while the suggestions outline the study's potential contributions to future research in the field by other scholars.

A. Conclusion

Based on the analysis and discussion above, it can be concluded that oral presentations significantly enhance speaking skills by boosting confidence, clarity, and fluency, while also fostering vocabulary development and effective communication techniques, as evidenced by various participants' experiences and insights.

This study investigated students' perceptions of the use of oral presentations on language skills. Through semi-structured interviews, it became clear that although students felt nervous at the beginning of the presentation, their speaking skills improved with the presentation. This finding underscores that having presentations in class greatly influences each student's language skills. Ultimately, by acknowledging and navigating these complexities, we can conclude that with presentations one's speaking level becomes more fluent and can expand one's vocabulary.

B. Suggestion

Concerned with the conclusion, the researcher would like to provide some ideas that hopefully would be beneficial and relevant to student, teacher and researcher.

1. For the students

The students need to keep practicing regularly because to be able to speak English properly and correctly it really takes a lot of practice and continuously. It is because speaking is an important product of language learning and it has contribution to good achievement for other skill.

2. For the teacher

Teachers must provide unlimited motivation and support to student. Teachers must also be able to build students' self-confidence so that they feel comfortable using English during the learning and teaching process as well as in everyday life.

3. For the other researcher

Future researcher are expected to have a wider sample, and also read more article or the like related to research title.

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APPENDICES

APPENDIX A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 1360 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang
1. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka diandang perlu menunjuk Pembimbing skripsi;
2. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
3. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 54 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/KM.06/2014, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direksi, Pasca-analisa di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan
Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU
KEDUA
Mencabut Keputusan Dekan FTK UIN Ar-Raniry No. 182 TAHUN 2020, Menurut Saibani
Khasriyah Syahabuddin, MHSoc.Ed., M.Tesol., Ph.D

Untuk membimbing Skripsi:
Nama : Ala Fauzi Salami
NIM : 200203010
Program Stud : Pendidikan Bahasa Inggris
Judul Skripsi : EFL Students' Perception on the Use of Oral Presentation in Enhancing English Speaking Skill

KETIGA
Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT
Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomer SP DIPA-025.04.2.433625/2024, Tanggal 24 November 2024 Tahun Anggaran 2025

KELIMA
Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM
Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di Banda Aceh
Pada tanggal 08 Oktober 2025
Dekan

Saiful Muluk



- Tembusan
1. Dosen/Koordinator Agama RI di Jakarta
 2. Direktur Pendidikan Islam/Kepala Kantor Agama RI di Jakarta
 3. Direktur Perguruan Tinggi/Kepala Kantor Islam Kementerian Agama RI di Jakarta
 4. Kantor Pelayanan Administrasi Tesis (KAPAT) di Banda Aceh
 5. Rektor UIN Ar-Raniry di Banda Aceh
 6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh
 7. Yang bersangkutan
 8. Asli

APPENDIX B: Recommendation Letter for Conducting Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax : 0651-752921

Nomor : B-387/Un.08/FTK.1/TL.00/1/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 200203010

Nama : ALA PANZI SILAMI

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : JL. LHAMBIEDENG, TGK.SEUMATANG RT 000 RW 000

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *EFL STUDENT'S PERCEPTION ON THE USE OF ORAL PRESENTATION TOWARDS THEIR SPEAKING SKILL*

Banda Aceh, 22 Januari 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 27 Februari 2026

APPENDIX C: List of Questions for Interview

THESIS TITLE : EFL students' perception on the use of oral presentation towards their speaking skill

1. What is your perspective on the role of oral presentation in improving speaking skills?
2. How do you view the impact of oral presentation on their speaking skills?
3. How do you view oral presentation as beneficial for improving speaking skills?
4. What is your opinion on the use of oral presentation to develop speaking skills?
5. What are your future plans to improve oral presentation on language kills?

