

**ENGLISH STUDENTS' PERCEPTION IN USING ORAL  
PRESENTATION TO IMPROVE STUDENTS' SPEAKING  
ABILITY**

**THESIS**

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In Partial Fulfillment of the Requirement for the Degree  
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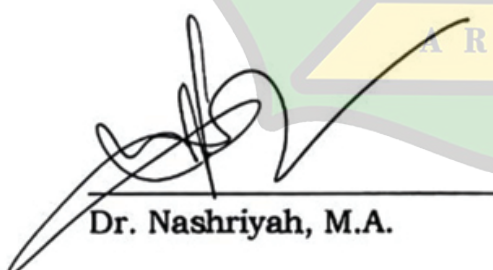
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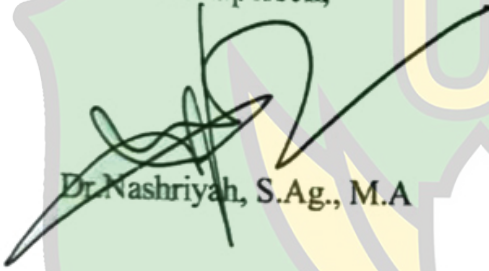
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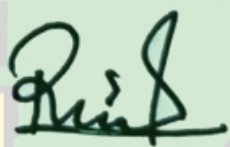
  
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**SURAT PERNYATAAN KEASLIAN**  
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**English Students' Perception in Using Oral Presentation to Improve  
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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I have endeavoured to as much as possible in completing this thesis, but I am aware there are many deficiencies, drawbacks in terms of both content and grammar, then I welcome any suggestions and constructive criticism from readers for this thesis perfectly. I hope the contents of this paper would be useful in enriching the repertoire of knowledge and education.

Banda Aceh, 24 July 2022  
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## **ABSTRACT**

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Keyword : Speaking ability, oral presentation, English student.

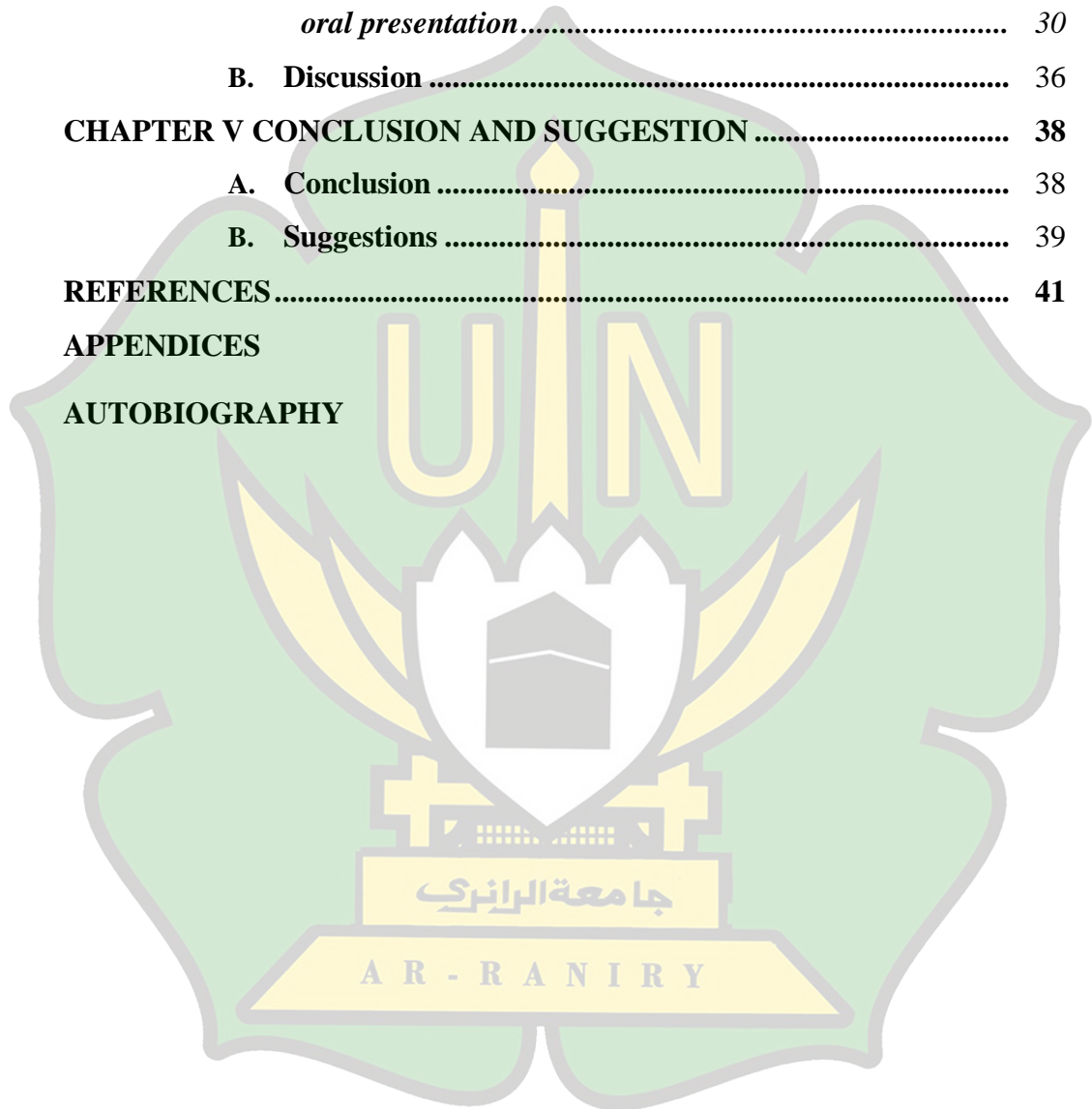
Oral presentation is one of the ways to develop the speaking ability. This study was aimed at investigating the impact of oral presentation toward speaking ability based on English students' perception. The purpose of this study were to investigate the impact of oral presentation to improve students' speaking ability and to find out what is the difficulties when delivering oral presentation. From the purpose of this study, the researcher formulates two research problems: (1) What is English students' perception toward oral presentation in improving their speaking ability? And (2) What is the problem that faced by English student in using 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.

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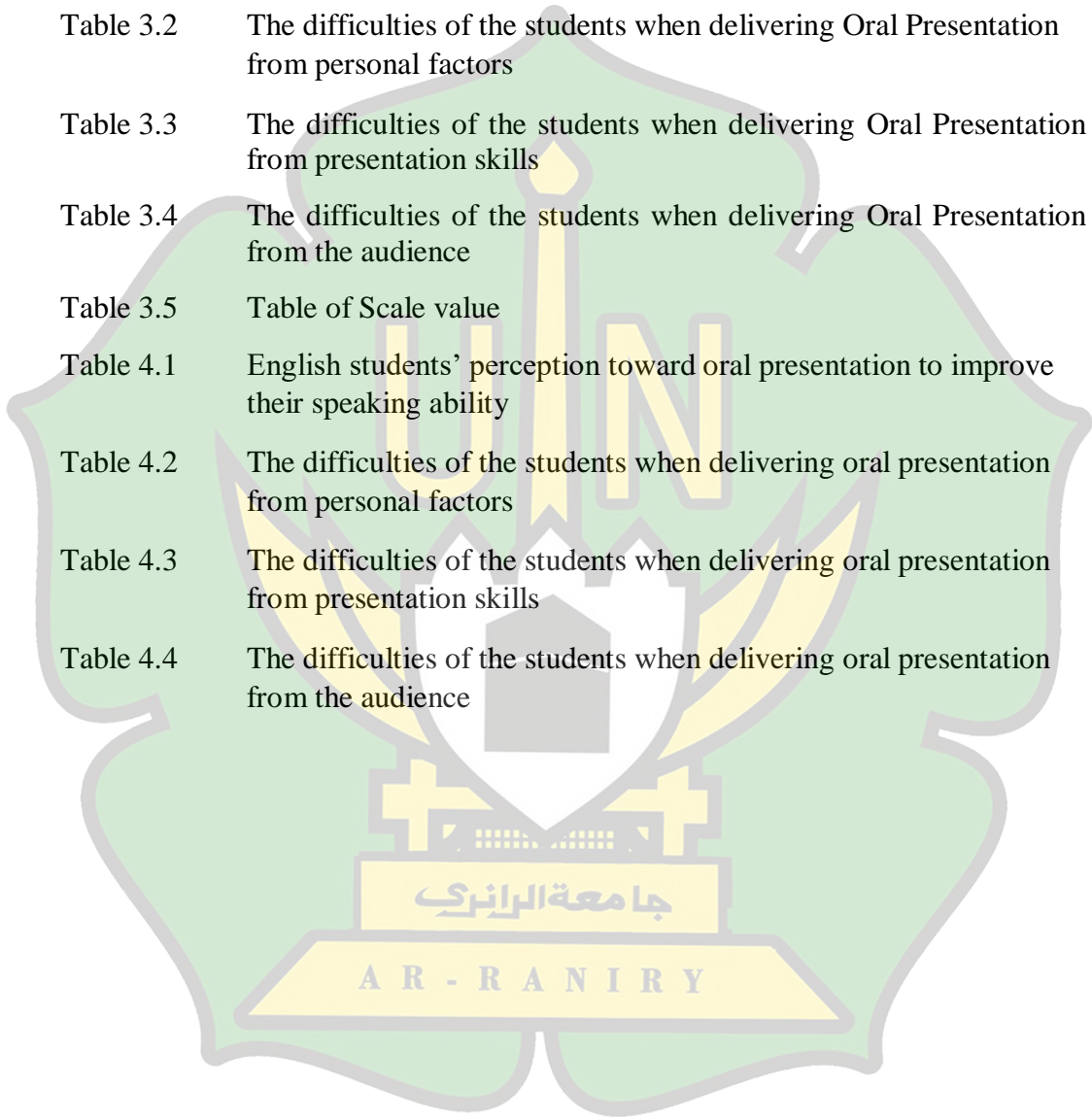


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## **CHAPTER I INTRODUCTION**

### **A. Background of Study**

English as a subject matter in school covers four fundamental language skills there are reading, listening, writing and speaking. Among those four language skills, speaking is one of the skills that is often used, because it is a trademark to be able to speak English. Speaking is also commonly used during the teaching and learning process, as well as in everyday life. Speaking is a kind of activity to transfer the information orally to other people. When studying a second or foreign language, mastering the skill of speaking is considered to be the most important part of learning a foreign language, and success is judged in terms of the capacity to carry on a conversation in the language (Nunan 1991, p.39). English becomes the most essential language in the world. Many people use it as a medium of communication and it is easier for people who come from different countries to make interactions and communication with other using English. This belief leads the English teachers to teach the students how to communicate in English. They use the materials, the methods, the techniques, and the activities of the learning that encourage and support the students to use English as a means of communication.

The use of oral presentations in classroom is necessary because it can give positive effect for students. Some students seldom speak English in the classroom and they do not speak outside class with their friends. So, if student do not practice English in the classroom, may they never do speak. 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.

One of the benefits of using oral presentations in the classroom is the opportunity that they present for learners to use their English to communicate with others in a natural way. Participating in an oral presentation can provide students with an enjoyable learning experience that allows them to interact with others using only their English. This is because presentations require for students who are giving the presentation to use only English to communicate an idea to one or more interlocutors.

Perception is psychological processes through the experience gained by the five senses, individuals can process responses into positive or negative perceptions. Obtaining responses is obtained through the stages of selection, interpretation, and reaction (Erin, & Maharani, 2018). With students' perceptions toward oral presentations, we can find out how they respond to oral presentations, whether they agree with it or not.

speaking is one of the skills that is often used, because speaking is being a trademark to able to speak English, Speaking is also commonly used during the teaching and learning process, as well as in everyday life.

## **B. Research Question**

Based on the background of the study above, the researcher has formulated the question as follows:

What is English students' perception toward oral presentation?

The research question is broken down for more focus objects:

- a. Their perception about oral presentation in improving students' speaking ability
- b. Their problem when delivering oral presentation

## **C. The Objectives of The Researcher**

The aims of this research are as follows:

- a. To find out the English students' perception toward oral presentation in improving their speaking ability
- b. To find out what is the problem faced by English students at delivering oral presentation

## **D. Research Significant**

### ***1. To Student***

This research is to find out students more daring to speak in using English by using oral presentation in front of the class, and seeing whether this way can have

a positive impact or not for students such as students are accustomed to speaking in using English in their daily life.

## ***2. To Teacher***

This research also provides benefits to teachers who can help teachers in the learning and teaching process to choose the appropriate method in order to increase the motivation of the English learners so that it will increase the speaking ability. As we know that in the twenty-first century is the modern era which the curriculum of education focuses on the students or in other word is student-center learning. Therefore, the teacher should choose the appropriate method that is reliable with the modern era because when the students are taught using conventional method, the teaching learning processes only focus on the teacher and the learners do not have a chance to learn by their experiences.

## **E. Research Terminology**

In order to avoid misunderstanding, the researcher has defined the following definitions of this research as follow:

### ***1. Perception***

According to Schmitz (2009), perception is the process of selecting, organizing, and interpreting information.

### ***2. Speaking***

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Burns & Joyce, 1997).

### ***3. Speaking skill***

Speaking skill is a skill that give us the ability to communicate effectively and also help to assure that one won't be misunderstood by those who are listening.

### ***4. Oral Presentation***

An oral presentation is a short talk on a set topic. 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

### A. Perception

"Perception can be defined from physical, psychological, and physiological perspectives," writes Kauchak (2011, p. 15). Kauchak gave the cognitive dimension of perception; 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. 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. Perception related to behavior and attitude because when they think of something, they will most likely do what they think.

According to Noerjannah (2011), perception describes one's ultimate experiences of the world and typically involves further processing of sensory input. Everyone has different perception on the same issue. It is because of the factors of the people's knowledge about the world. Perception can be encouraged by both the present and past experience.



## **B. 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.

In the words of Tompkins (1991), "oral Presentation is an activity or method that engages students in learning how to prepare and present their language orally." Learn how to prepare and present an oral presentation can help students who are afraid to speak in front of a class. Pinar and Trapp (2011) found that using oral presentations in their classroom lead to greater class interaction and participation, an increased interest in learning, and noticeable improvements in their students' communication and presentation skills.

### ***2. Steps of Oral Presentation***

According to Aliana (2015) the important aspects of oral presentations are the following:

#### ***❖ Planning***

In planning, it is necessary for the presenter to address the following issues:

### a) The Audience

- Focusing the presentation on the audience

Hamm and Dunbar (2005) state that presentation is an opportunity to explore or explain their knowledge of the topic to the audience. A presentation is not about how much the presenter can say, but about how much your audience can understand.

- Organizing the information into three to five categories

The audiences can only easily remember a maximum of three to five points, so they can easily remember the materials that delivered by the presenter.

- Building the repetition

Listening is much different than reading. The audience cannot go back and read over something they missed or did not understand. So, build repetition through internal summaries, transitions, analogies, and stories.

By these points, the presenter can ensure that they are in tune with the audience

### b) Introduction

An introduction in doing presentation includes greeting the audience, introducing ourselves, explaining the purpose of the talk, starting by introducing the topic, outlining the main points, state the purpose of the

presentation in a very simple way. Moreover, a good introduction will attract the attention of the audience.

#### c) The Main Body

In the book published in collaboration between Andi Publisher and Wahana Computer Semarang entitled Practical Guide to Making Presentations with Microsoft Power Point XP (2005:1) "Presentations are used to explain ideas, plans, implementation, and results of an activity orally. The more interesting a presentation is, the easier it is for the audience to understand the speaker's explanation. There are several parts in main body, such as outlining the talk, stating the main ideas clearly and presenting examples, and also introducing a visual aid. In doing presentation, using visual aids is important because it will engage the interest of the audience.

#### d) Conclusion

This is the last part of presentation, concluding the talk is very important. In this part, the presenter usually summarizes the main points and invites questions, suggestions and comments from the audiences.

#### ❖ *Practicing*

Practicing is one of important part before doing presentation. According to Teguh (2020), Presentation is a talk to one or more people about ideas. Sometimes, people are having trouble speaking in public. Having a good presentation is not that hard. It's only a matter of practice and preparation.

This part is the process where the presenter will know the emphasis of the words during the presentation and also the timing of the sections and overall presentation.

1. recording and reviewing while practicing the presentation can help the presenter know how their voices sound to the audience. The presenter may notice that they are look awkward, talking too fast or using distracting gestures
2. Using different colored highlighters to remind when the presenter should take a break, when they emphasize certain points, and also when they change slide in their power point
3. Practicing in front of peers and ask them for feedback, what aspects of the presentation work well and what aspects of the presentation do not
4. Repeating practice makes the presenter professional while the real presentation, because the more practice, the more comfortable they will do the presentation.

#### ❖ *Presenting*

Give the presentation a simple and logical structure. Enter an introduction where the presenter outlines the points they want to discuss of your conversation. Presentations can be easily destroyed if the content is too difficult for the audience to follow or if the structure is too complex. The are some steps in presenting a presentation:

1. Making eye contact with the audience
2. Being enthusiastic about your topic

3. Giving attention to your body gesture to emphasize points
4. Calibrating the volume of your voices so it can be heard the whole room
5. Mastering the information so that audience ensure your presentation
6. Talking slowly with the appropriate intonation

### ***3. The advantages of oral presentation***

Effective oral presentation skill was essential in education, social and professional life. According to Meloni dan Thompson (1980: 503), if oral presentation been guided and structure, it will be beneficial to ESL/EFL in all there learning subject and later in their work. Student needed more practice in English before they graduated. Oral presentation has advantages for students to increase their speaking skill, there are consisted of 5 items:

1. To represent students-centered

When the students do the oral presentation, it means student has direct control for the classroom. Besides, the student has an authority in deciding what kind of words or sentences that they want to use in presenting their topics and deciding how they are explaining the topic (Brooks & wilson, 2014). In oral presentation classroom activities, the students have two roles which is as a teacher and as a student. The students who are standing in front of the class providing information to their classmate means they are a teacher now and when they are sitting as audiences in the class it means they are a student.

2. To prepare oral presentation



Oral presentation preparation 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 specific information related to their presentation. In their searching of information, it gives them an opportunity to use their reading skills. It also provides students with a writing activity, while they are preparing their presentation, they have to write the appropriate information about their presentation topics in power point.

### 3. To increase students' speaking skills

According to Brooks & Wilson (2014) oral presentation becomes an opportunity for students to speak in natural way with the others. With the opportunity to speak English students can help improve students' speaking skills. Using oral presentation could help students to improve their speaking skills and pronunciations, this is because of oral presentation makes students to use English to communicating.

### 4. To interact between students

The interaction between students who becomes presenter and also a student who becomes the audiences. The interaction between students gives an opportunity to develop their listening skills. Both presenters and audiences have a role to be played because speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information Nadia (2013).

#### 5. 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 courage and confidence. Oral presentation also gives more opportunity to students in employment for future career. According to Weck (as cited in Siriphotchankorn, 2005, p. 31) this kind of advantage is caused by the oral presentation frequencies that are implemented in the classroom.

### **C. Speaking**

#### ***1. Definition of Speaking***

There are many definitions of speaking that have been proposed by some experts. Speaking is a productive language skill (Siahaan, 2008). It means that speaking is a person's skill to produce sounds that exist at the meaning and be understood by other people, so that able to create of good communication. Speaking is the use of language to communicate with other (fulcher, 2003). It needs two or more people in whom the participants are both hearers and speakers.

According to Bailey<sup>1</sup> (2005), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.

From those theories, it can be concluded that speaking skill is related to communication. Speaking is a skill to use a language appropriately to express

someone's idea, opinions, or feeling in order to give or get information and knowledge from other people who do communication.

## ***2. The Aspect of Speaking***

In speaking, there are some aspects that must be fulfilled by the learners. According to Brown (2004) there are five components of speaking skill concerned with fluency, comprehension, grammar, vocabulary and pronunciation.

### **a. Fluency**

Fluency is the ability to speak smoothly and easily and also the way someone speaks the language without any trouble like thinking the word confusing

### **b. Comprehension**

Comprehension is the ability to understand something, the test of how well students understand language.

### **c. Grammar**

Grammar is the way to organize the words into the correct sentence. If the speaker can master grammar to organize the word so the speaker also easily to speak English well.

### **d. 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 mind.

Vocabulary is about choice of word which is used appropriately based on the context of speaking.

e. Pronunciation

Pronunciation is the important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable.

#### **D. English Speaking Problems**

Speaking is a complex oral communication process that necessitates a wide range of abilities, including listening, vocabulary, grammar, and pronunciation. According to Zhang (2009) speaking is the most difficult skill to master for the majority of English learners, and they are even more difficult to communicate verbally in English. Juhana (2012) conducted research on psychological factors faced by senior high school students in Tangerang, Banten. her research revealed that psychological factors such as:

1. Shyness

Shyness has indirectly become a culture among people, at all levels, in every aspect of life. The phenomenon of "shyness" is also a very basic thing that is experienced by everyone when they want to use English. Things that can cause these feelings to arise include: our lack of mastery of vocabulary.

## 2. Lack of confidence

Students are afraid to speak English. Poor English is the main reason students feel confident. Many students feel that they do not speak English better than others. They felt unsure whether the words they said in English were correct or not. Not only that, the thing that makes students not confident in English is when they have bad memories. For example, they were bullied and laughed at when he mispronounced a word in English. As a result, they were afraid to speak English in the future.

## 3. Lack of Motivation

Motivation is one of the factors that contribute to someone's success or not speak English. Students who have high motivation to success can receive and get better achievement than the students who have weak motivation. Babu (2010) argues that students are hesitant to speak English in class because of a lack of motivation to learn. He says the reason for this situation is that teachers do not motivate students to communicate in English.

## 4. Fear of mistakes

Hosni (2016) as argued by many theorists, fear of making mistakes is one of the main reasons' students hesitate to speak English in class. one reason why learners are often worried to even try to speak in a foreign language is their fear of making mistakes.



## E. Relevant Studies

There are some research that the researcher has been conducted on this topic as follows:

Vitriyati (2021) in her thesis entitled “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, to get the results Vitriyati did 2 cycles. For the cycle 1, The data shows that two indicators of success were fulfilled: there were 9 out of 20 students or about 46% students who were actively involved in the speaking activity. It indicates that the number of students who actively participated in the speaking activity increased. However, the mean score is 6.20, whereas the target score was 7.0 which is the minimum standard. She found that the use of oral presentation activities in improving the students’ speaking ability in cycle 1 was insufficient. For cycle 2 Vitriyati was directly involved in guiding the students during the activity and the results is the number of the active students exceed to the target, from 50% in cycle 1 to 70%-75% in cycle 2 or there were 16-18 out of 20 students who actively participated in the speaking activity.



Riadil (2020) in his thesis entitled “Does Oral Presentation Affect the Development of the Students’ Ability to Speak in EFL Classroom?” explained that this study focuses on the impact of oral presentation toward speaking ability based on the student’s point of view in EFL classroom for higher education. The purpose of this study was to investigate the impact of oral presentation to the development of the students’ ability to speak English and know the student’s difficulties in doing oral presentation in EFL classroom for higher education. In this study, the researcher used qualitative research method for collecting data. To obtain the qualitative data, the researcher gave questionnaires for 25 students in the English Department of Tidar University. The result is the study indicate that Oral Presentation affect the students’ speaking abilities. It can be determined by examining the results of questionnaire statements 1 through 8. From the statement number 1 until 8 it shows the relation between oral presentation and the development of grammar system, oral presentation and the respond in different situations, oral presentation and the development of vocabularies, oral presentation and suprasegmental features, oral presentation and the development of discourse, oral presentation and language selection, and the last oral presentation and strategies in communication.

Nurlinda (2017) in her thesis entitled “English Students’ Perception on the Difficulties in Oral Presentation as A Form of Speaking Skill Assessment at Iain Palangka Raya” 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. The results indicated that almost all of the students agreed with the items that inquired about the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya. The conclusion, most of the 80 students have the positive perception on the difficulties in oral presentation as a form of speaking skill.

Saritwa (2017) in his entitled "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.

Markadina (2019) in his thesis entitled "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.

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. So, the researcher conducted the present research with entitled "English Students' Perception in Using Oral Presentation to Improve Students' Speaking Ability".

## **CHAPTER III RESEARCH METHODOLOGY**

### **A. Research Design**

A research design is a plan for conducting a research to know what design which will be taken by the researcher. The research design is divided into some types. Based on the purpose of this study were to investigate the impact of oral presentation to the development of the students' ability to speak English and know the student's difficulties in doing oral presentation. The research method is something that must be prepared before conducting research. research method is the way researchers scientifically to get data so they can solve problems validly and can be proven successful. Therefore, the researcher used quantitative research methods in conducting research. Quantitative data sourced for this research was questionnaire. The researcher looked for the questionnaire from an existing thesis and made them through online news with Google Form. After making online questionnaire, the researcher distributed the link of the questionnaire to English students to be fulfilled based on their own feeling, experience, and perspective. After the researcher got the result, the researcher analyzed the data by using theories already written.

## **B. Research Participant**

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

Creswell (2012) said that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this research, the researcher used purposive sampling. The participants in this study were the English students of UIN Ar-Raniry who has taken a presentation skill class and they are consisted of 50 students.

## **C. Methods of Data Collection**

The researcher used questionnaire to collect the data. Moreover, the researcher used oral presentation questionnaire designed by Kadri (2015). The purpose was to find out students' perception toward oral presentation to improve their speaking ability. The researcher took 5 from 15 item questionnaires followed by five-scales (1=Strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).



*Table 3.1. English students' perception toward oral presentation to improve their speaking ability*

No	Statement	Strongly agree	agree	Neutral	Disagree	Strongly disagree
1	Oral presentation makes me learn the grammatical system of the English language, including tenses and sentence structures					
2	Oral Presentation help me to develop English vocabularies					
3	Oral Presentation help me to know how to express ideas using the appropriate language with respect to the audience, setting, and the topic					
4	I can comprehend other speakers' intentions and respond to them appropriately, when delivering Oral Presentation					
5	Oral Presentation teach me how to start, develop, and close a conversation, and produce a cohesive spoken text					

The researcher also used oral presentation questionnaire designed by Kareem and Taqi (2015). The researcher took 15 from 38-item questionnaires followed by five-scales (1 (1=never, 2=rarely, 3= neutral, 4= often, 5 always). It consisted of three part, which each part had 5 questions the first part consisted of 5 items about



personal factors, the second part consisted of 5 items about presentation skill and the last section is the impact of audience which consisted of 5 items.

*Table 3.2. The difficulties of the students when delivering Oral Presentation from personal factors*

No	Statement	Never	Rarely	Neutral	Often	Always
1	I don't like the idea of oral presentations					
2	Before do an oral presentation, I feel anxious					
3	I feel an oral presentation is difficult because I have low self-confidence					
4	I forget everything I wanted to say when I deliver my oral presentation					
5	feel shy when delivering oral presentations					

*Table 3.3. The difficulties of the students when delivering Oral Presentation from presentation skills*

No	Statement	Never	Rarely	Neutral	Often	Always
1	I need to read from my notes during oral presentations					
2	I don't know how to use technology in my oral presentation					
3	Not knowing how to do an oral presentation is the reason behind my low performance					
4	The conversation course is not enough to improve my speaking skill					

5	The difficulty of the topic is the reason behind my low performance in oral presentation.					
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*Table 3.4. The difficulties of the students when delivering Oral Presentation from the audience*

No	Statement	Never	Rarely	Neutral	Often	Always
1	I feel frightened when a lot of people are watching me					
2	The students' reactions affect my performance in the oral presentation					
3	I worry that students will laugh at me when I speak					
4	The instructor's interruption with questions or criticism affects my performance					
5	When late students enter class or talk to each other during oral presentation, I lose my ideas.					

#### **D. Methods of Analysis**

The questionnaire consisted of 20 statement, which each questioner had 5 options. Each alternative had a score. The score ranged from 5 to 1. The options were defined into:

*Table 3.5. Table of Scale value*

Frequency	Scale value
Strongly agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly disagree (SD)	1

(Best and Khan, 2006:331)

For the purpose to obtain result of research question, the researcher referred to Metode Statiska which was written by Sudjana (2008). The formula was:

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

Note:

P = Percentage

F = Frequency of Respondents

n = Number of Participants

100% = Constant Value



## **CHAPTER IV FINDING AND DISCUSSION**

This chapter focused on the research finding and discussion of the data. The data are gained by questionnaires. The questionnaire aims to describe students' perceptions of oral presentation for improving students speaking ability.

### **A. Research Finding**

The findings of this study showed based on formulated research questions namely what is students' perception toward oral presentation in improving their speaking ability and students' perception toward oral presentation in completing their BA thesis. To gather the data the researcher used "Google Form" as the media to get the integrated data from the survey. By using this media, it becomes easy for researchers to design survey questions. Therefore, this media helped the researcher in analyzing the data because the results of each response have been recorded properly.

#### **1. Student Demography**

Twenty questions which designed by Kadri (2015) are provided in the questionnaire. The question divided into four parts of this questionnaire, the first part included basic background information of participants (e.g. name and year). The second part included 5 statements about students' perception toward oral presentation, the third part included 5 statements about the difficulties of the students when delivering oral presentation from personal factors, the fourth part included 5 statements about the difficulties of the students when delivering oral

presentation and the last part included 5 statements about the difficulties of the students when delivering oral presentation from the audience.

*Figure 4.1 Demography of respondent*

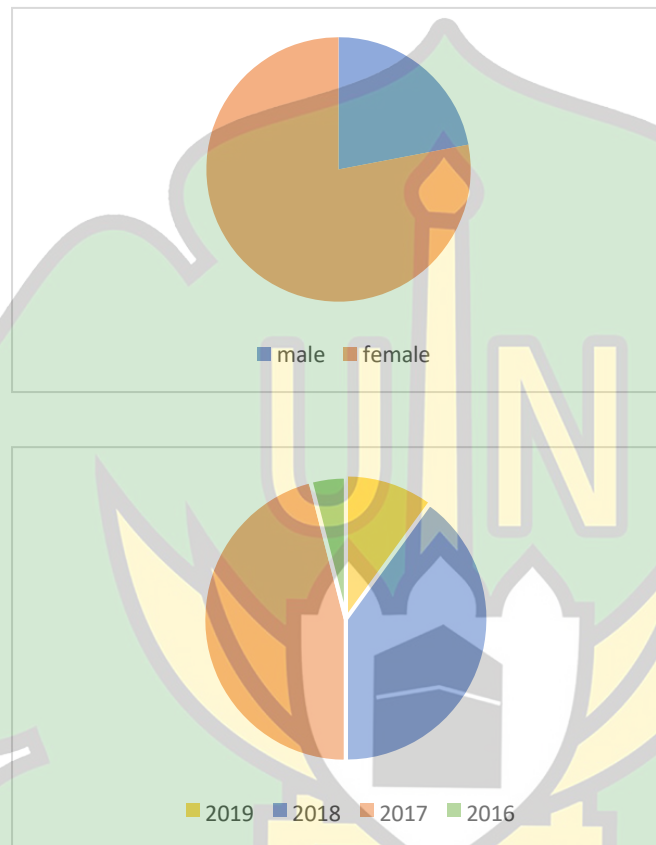


Figure 4.1 showed that there are 50 respondents, 39 (78%) were females while 11 (22%) were males. With these data the researcher concluded that there were much more female than male respondents and there were 5 (10%) of the student academic year 2019, 20 (40%) of the student academic year 2018, 23 (46%) of the student year academic 2017, 2 (4%) of the student academic year 2016.

## 2. English students' perception toward oral presentation in improving their speaking ability

Table 4.1. English students' perception toward oral presentation to improve their speaking ability

No	Statement	Scale	Frequency	Percentage
1	Oral presentation makes me learn the grammatical system of the English language, including tenses and sentence structures	5	7	14%
		4	33	66%
		3	7	14%
		2	3	6 %
		1	0	0.00 %
2	Oral Presentation help me to develop English vocabularies	5	16	32%
		4	32	64%
		3	2	4%
		2	0	0.00 %
		1	0	0.00 %
3	Oral Presentation help me to know how to express ideas using the appropriate language with respect to the audience, setting, and the topic	5	14	28 %
		4	34	68 %
		3	2	4 %
		2	0	0.00 %
		1	0	0.00 %
4	I can comprehend other speakers' intentions and respond to them appropriately, when delivering oral presentation	5	3	6 %
		4	31	62 %
		3	16	32 %



		2	0	0.00 %
		1	0	0.00 %
5	Oral Presentation teach me how to start, develop, and close a conversation, and produce a cohesive spoken text	5	11	22 %
		4	33	66 %
		3	6	12 %
		2	0	0.00 %
		1	0	0.00 %

There were five statements of questionnaire in completing the thesis, the statements related to students' perception toward oral presentation in improving their speaking ability.

Based on the data obtained from the questionnaire, the majority of respondents agreed that oral presentation can improve students' speaking ability. 66% of respondents stated that oral presentations make them learn the grammatical system of the English language, including tenses and sentence structures. 64% of samples mentioned that oral presentations help them to develop English vocabularies. 68% of respondents agreed that oral presentations help them to know how to express ideas using the appropriate language with respect to the audience, setting, and the topic. Moreover, 62% of respondents stated that they can comprehend other speakers' intentions and respond to them appropriately when delivering oral presentation. The last statement, there were 66% of respondents agreed that oral presentation teach them how to start, develop, and close a conversation, and produce a cohesive spoken text. According to the data it can be

concluded that the majority of students agreed with oral presentation can improve students speaking ability.

### 3. The problem that faced by English students at delivering oral presentation

There were three factors of question found based on the questionnaire related to the problem that faced by English students at delivering oral presentation. The researcher concluded three factors into: personal factors, presentation skill and audience.

#### a. The difficulties of the students when delivering oral presentation from personal factors

*Table 4.2. The difficulties of the students when delivering oral presentation from personal factors*

No	Statement	Scale	Frequency	Percentage
1	I don't like the idea of oral presentations	Always	0	0.00%
		Often	2	4%
		Sometimes	20	40%
		Rarely	23	46%
		Never	5	10%
2	Before doing oral presentation, I feel anxious	Always	11	22%
		Often	28	56%
		Sometimes	9	18%
		Rarely	2	4%
		Never	0	0.00%
3		Always	11	22%
		Often	12	24%

	I feel an oral presentation is difficult because I have low self-confidence	Sometimes	14	28%
		Rarely	12	24%
		Never	1	2%
4	I forget everything I wanted to say when I deliver my oral presentation	Always	5	10%
		Often	14	28%
		Sometimes	19	38%
		Rarely	11	22%
		Never	1	2%
5	Feel shy when delivering oral presentations	Always	5	10%
		Often	19	38%
		Sometimes	15	30%
		Rarely	10	20%
		Never	1	2%

From the table above we can see the various opinions of the 50 participants about the difficulties of the students when delivering oral presentation from personal factors. From the statement number 1 “I don’t like the idea of oral presentations” showed that the most response is rarely, with a percentage of 46%. This statement showed that the participants like the idea of oral presentations.

From the statement number 2 “before do an oral presentation I feel anxious”, it can be seen the most response of the questions is often, with a percentage of 56%. This statement showed that before doing oral presentation the respondents feel anxious. From the statement number 3 “I feel an oral presentation is difficult because I have low self-confidence” the most dominant response was sometimes with a percentage of 28%. Because the percentage between often and rarely was the

same, there are 24%, so the researcher looks at the percentage of always was far from never, there is 22%. So, it can be concluded that the respondents feel an oral presentation is difficult because the participants have low self-confidence.

Furthermore, from the statement number 4 “I forget everything I wanted to say when I deliver my oral presentation”, it can be seen the most response of the statement is sometimes with a percentage about 38%, and tend to be often with a percentage of 28%. The conclusion is the samples forget everything they wanted to say when they deliver the oral presentation. The last statement is from the statement number 5 “it is about feel shy when delivering oral presentations”. The most dominant response was often with a percentage of 38%. It means the participants feel shy when delivering oral presentation.

**b. The difficulties of the students when delivering oral presentation from presentation skills**

*Table 4.3. The difficulties of the students when delivering oral presentation from presentation skills*

No	Statement	Scale	Frequency	Percentage
1	I need to read from my notes during oral presentations	Always	3	6%
		Often	22	44%
		Sometimes	18	36%
		Rarely	7	14%
		Never	0	0.00%
2		Always	1	2%
		Often	7	14%

	I don't know how to use technology in my oral presentation	Sometimes	10	20%
		Rarely	25	50%
		Never	7	14%
3	Not knowing how to do an oral presentation is the reason behind my low performance	Always	2	4%
		Often	11	22%
		Sometimes	19	38%
		Rarely	15	30%
		Never	3	6%
4	The conversation course is not enough to improve my speaking skill	Always	5	10%
		Often	20	40%
		Sometimes	9	18%
		Rarely	14	28%
		Never	2	4%
5	The difficulty of the topic is the reason behind my low performance in oral presentation	Always	2	4%
		Often	20	40%
		Sometimes	19	38%
		Rarely	8	16%
		Never	1	2%

From the opinion of 50 respondents about the difficulties of the students when delivering oral presentation from presentation skills, the data showed from statement number 1 "I need to read from my notes during oral presentations", the most dominant response was often with a percentage of 44%. It means the samples need to read from their notes during oral presentations. The statement number 2 "I don't know how to use technology in my oral presentation", shows that 50%

participants choice rarely. It means the participants know how to use technology when delivering oral presentation.

Moreover, from statement number 3 “not knowing how to do an oral presentation is the reason behind my low performance”, the data showed about 38% participants choice sometimes and tend to be rarely with 30%. The researcher concluded that the participants know how to do an oral presentation. From statement number 4 “the conversation course is not enough to improve my speaking skill”, the most dominant response was often, with percentage of 40%. The researcher concluded that the conversation course is not enough to improve participants speaking skill. From statement number 5 “the difficulty of the topic is the reason behind my low performance in oral presentation”, it showed about 40% of respondents have chosen often. So, the researcher concluded that the difficulty of the topic is the reason behind participants low performance in oral presentation.

**c. The difficulties of the students when delivering oral presentation from the audience**

*Table 4.4. The difficulties of the students when delivering oral presentation from the audience*

No	Statement	Scale	Frequency	Percentage
1	I feel frightened when a lot of people are watching me	Always	5	10%
		Often	24	48%
		Sometimes	12	24%
		Rarely	8	16%
		Never	1	2%



2	The students' reactions affect my performance in the oral presentation	Always	6	12%
		Often	28	56%
		Sometimes	10	20%
		Rarely	6	12%
		Never	0	0.00%
3	I worry that students will laugh at me when I speak	Always	5	10%
		Often	23	46%
		Sometimes	8	16%
		Rarely	14	28%
		Never	0	0.00%
4	The instructor's interruption with questions or criticism affects my performance	Always	7	14%
		Often	24	48%
		Sometimes	17	34%
		Rarely	0	0.00%
		Never	2	4%
5	When late students enter class or talk to each other during oral presentation, I lose my ideas	Always	7	14%
		Often	13	26%
		Sometimes	19	38%
		Rarely	9	18%
		Never	2	4%

From the table we can see the opinions of 50 samples about the difficulties of the students when delivering oral presentation from the audience factors. Statement number 1 "I feel frightened when a lot of people are watching me", it can be seen the most response of the questions was often with a percentage of 48%. It means the participants feel frightened when a lot of people are watching them. From

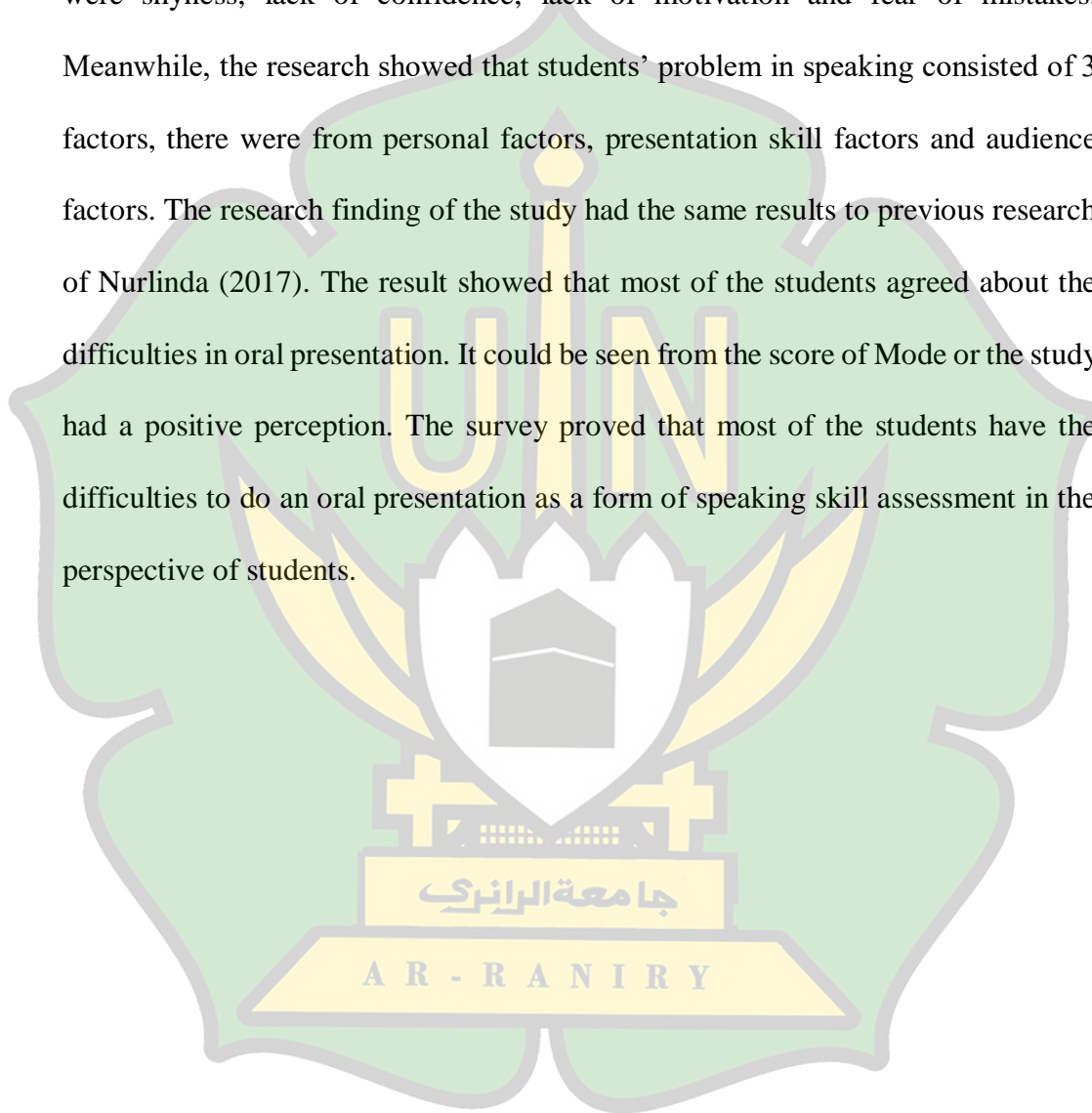
statement number 2 “the students’ reactions affect my performance in the oral presentation” showed that the dominant response was often. So, the researcher concluded that the students’ reactions affect students’ performance in the oral presentation.

From statement number 3 “I worry that students will laugh at me when I speak”, the data showed many participants have chosen often with a percentage of 46%. The researcher concluded from the statement that the respondents worry that students will laugh at them when they speak. Statement number 4 “the instructor’s interruption with questions or criticism affects my performance”, the data showed about 48% of samples choice often. So, the researcher concluded that the instructor’s interruption with questions or criticism affects participants performance. From the last statement “when late students enter class or talk to each other during oral presentation I lose my ideas”, the dominant response was sometimes with a percentage of 38% and tend to be often with a percentage of 26%. The researcher concluded from the data that when late students enter class or talk to each other during oral presentation participants lose their ideas.

## **B. Discussion**

Based on the students’ perception, the result of the data showed that oral presentation can improve students’ speaking ability. This is similar to the statement from Pinar and Trapp (2011) who found that using oral presentations in the classroom lead to greater class interaction and participation and noticeable improvements in students’ communication and presentation skills.

Moreover, the results of the data showed some of the same things as juhanna (2017) regarding the problems that faced by participants when delivering oral presentations. She conducted research on psychological factors faced by students were shyness, lack of confidence, lack of motivation and fear of mistakes. Meanwhile, the research showed that students' problem in speaking consisted of 3 factors, there were from personal factors, presentation skill factors and audience factors. The research finding of the study had the same results to previous research of Nurlinda (2017). The result showed that most of the students agreed about the difficulties in oral presentation. It could be seen from the score of Mode or the study had a positive perception. The survey proved that most of the students have the difficulties to do an oral presentation as a form of speaking skill assessment in the perspective of students.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This last chapter discusses the conclusions of the finding and the suggestion. The conclusion is built on the research findings and analysis from the chapter before. The researcher also concluded the suggestion based the data analysis of this study.

#### **A. Conclusion**

Based on the data analysis, there were some conclusions that can be inferred about English students' perception toward oral presentation and the problem that faced by English student when delivering oral presentation. The researcher concluded that all of the participants had a positive response toward the statements of the questioner. The samples clarified that oral presentation was very useful, such as oral presentations make the respondents learn the grammatical system, help them to develop English vocabularies, comprehend other speakers' intentions and respond, help them to know how to express ideas using the appropriate language, and teach them how to start, develop, and close a conversation.

Second, the problem that faced by English students when delivering oral presentation are from personal factor such as feel anxious, feel shy, have low self-confidence, and forget everything they wanted to say. From presentation factors such as need to read their notes, the difficulty of the topic, and conversation course is not enough to improve their speaking ability. Last is from the factor of audience such as feel frightened when a lot of people are watching, students' reactions affect

the performance, worry that students will laugh when they speak, instructor's interruption with questions or criticism affects their performance and when late students enter class or talk to each other during oral presentation can lose their ideas.

## **B. Suggestions**

Concerned with the conclusion, the researcher would like to provide some ideas that hopefully would be beneficial and relevant to students, 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. The researcher proposed the students that an oral presentation can be made to improve students' speaking ability by using oral presentation.

### 2. For the teacher

Teachers must provide unlimited motivation and support to students. 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 researchers are expected to have a wider sample, and also read more articles or the like related to the research title. In this thesis, the researcher realized that there are many weaknesses that can be seen. Therefore, it is hoped that future researchers can perfect the research.





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