DOES ORAL PRESENTATION AFFECT THE DEVELOPMENT OF THE STUDENTS' ABILITY TO SPEAK IN EFL CLASSROOM?

Ikrar Genidal Riadil ✉; Tidar University

Abstract: Oral Presentation is one of ways to develop the speaking ability. 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 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 in EFL classroom for higher education. From the purpose of this study, the researcher formulates two research problems: (1) What are the impact of oral presentation to the student's apeaking ability? And (2) What are the factors that make the student difficult to do oral presentation? 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.

Keywords: Student, Oral Presentation, Speaking Ability, EFL Classroom.

✉ ikrargenidal21@gmail.com

INTRODUCTION

Communication is an important thing for human being life. Communication can occur by using language because it is a tool for communicate with someone else to express an idea, opinion, and feeling by using the language. People should master a language to help them communicate easily, especially, English as the international language in the era of globalization. People can communicate easily with different people from around the world by using English, so they should have a good ability to communicate. In Indonesia, most all of the students learn English as a foreign language because their first language is local language and the second language is Bahasa Indonesia. English has been introduced from lower education until higher education. English becomes one of the subject in the curriculum. There are four basic skills which people should know when they learn English, that are reading, writing, listening, and speaking. Astuti (2018) stated that from four English skills based on Competence Based Curriculum, speaking is a competence which the learners should gain it well. The students' speaking abilities have the main role in communication. Hughes (2002) cited in Astuti (2018) stated that speaking is basically an interactive task in order to ask someone speak and she/he makes an interaction to someone else. Therefore, speaking ability is a key for a good communication.

Moreover, most of English learners have difficulties in speaking. It is related with Pollard (2007) stated that speaking is a skill which difficult to learn because it involves many ideas, vocabularies, listening, pronunciation, and grammar activities to use in communication. It becomes a challenge for the English teachers to develop EFL learners' speaking ability by helping them comprehend the importance of meaningful interaction during English learning process. The teachers are supposed to choose the appropriate

method in order to increase the motivation of the English learners so that it will increase the speaking ability as well. As we know that in 21st 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 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.

Nowadays, almost all of the teachers plan English learning activities by asking the students to present their work both individuals and groups in order to develop their speaking abilities. In addition, the English classroom activities is important for the students' development in speaking. As Harmer (1984) cited in Somdee and Suppasetseree (2013), As long as there are classroom activities which motivate the students, It will increase the students' self-confidence in the classroom to answering the question, sharing the idea, and also giving presentation. Therefore, the students should give chances to the students to practice speaking English. By using oral presentation regularly, it is expected can change the student's confident to speak English. According to Astuti (2018), When students learn how to do a good oral presentation, they will develop the speaking ability to communicate with others. Moreover, it will be the effective way to help them develop their ability. Nouh, Abdul-Kareem, and Taqi (2015) stated that oral presentation skills is important proficiencies for students, especially for higher education and future careers. Through presentation skill, it is expected can help the students learn speaking English easily.

However, when the students do oral presentation, sometimes they get difficulties in their speaking. According to Fauzi and Hanifah (2018), there are

three problems of the Indonesian learners regarding presentation skills, those are lack of vocabularies and grammar to improve an oral English presentation, less confidence to perform an English presentation and lack of the media. From the explanation above, 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 in EFL classroom for higher education. Afterward, the researcher formulates two research problems: (1) What are the impact of oral presentation to the student's apeaking ability? And (2) What are the factors that make the student difficult to do oral presentation? The researcher will do the research by distributing a questionnaire for the college student in the English Department Tidar University.

METHOD

A research design is a plan for conducting a research to know what design which will be taken by the researcher. Basically, 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 in EFL classroom for higher education, in this study, the researcher used qualitative research method for collecting data. Qualitative research produces a different understanding in a context and the way how they see the result (Bengtsson, 2016:8). Qualitative data sources for the study involve observation and participation, interviews and questionnaires, documents and texts, and the researcher's impression and reactions.

To begin this research, the researcher explicates the phenomenon of using oral presentation in EFL classroom. Then, the researcher looks 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 the students to be fulfilled based on their own feeling, experience, and perspective. Then the researcher collected the results of the questionnaire. In the next part of the researcher process, the researcher analyzes the results by using theories already written. In this process, the researcher used three steps. First, the researcher looked for and found the questionnaire about oral presentation. Second, collecting and analyzing the results of the questionnaire which had distributed to the students to know the students' point of view about oral presentation in EFL classroom. Third, defining and explaining the impacts of oral presentation to the students' speaking ability and the factors which make the students feel difficult in doing oral presentation in EFL classroom. Those three steps used to answer the research questions in this study. Finally, the researcher gives a conclusion based on the finding in this study.

The sample of this research is randomly selected which deals with a sample of 25 students from the fifth semester selected among a whole population of nearly 126 students of the fifth semester in the English Department of Tidar University. In this research, the researcher used an instrument, which is a questionnaire to collect the data. The researcher used Oral Presentation Questionnaire designed by Nouh, Abdul-Kareem, and Taqi (2015). The researcher take 14 from 38-item questionnaires followed by four-scales (1=never, 2=rarely, 3= often, 4=always). It consisted of three part, the first part consisted of 5 items about personal traits,the second part consisted of 4 items about presentation skill and the last section addressed the impact of audience and instructor oral presentations which consisted of 4 items. The researcher also used Oral Presentation Questionnaire designed by

Kadri (2015), The purpose is to find out students' point of view on how oral presentations affect their communicative competence.. The researcher take 7 from 15-item questionnaires followed by four-scales (1=Strongly agree, 2=agree, 3=disagree, 4=strongly disagree).

FINDING(S) AND DISCUSSION

This part discusses the findings and discussions of the study. The researchers have given oral presentation questionnaire to know the impacts of oral presentation to the students' speaking ability and the factors which make the students feel difficult in doing oral presentation in EFL classroom.. That step was conducted in the target class which consists of 25 students. Here is the result of the answer to the oral presentation questionnaire.

Findings

The result of the students' point of view about the impact of oral presentation to the development of speaking ability

Statement 1   : Oral presentation make me learn the grammatical system of the English language, including tenses and sentence structures.
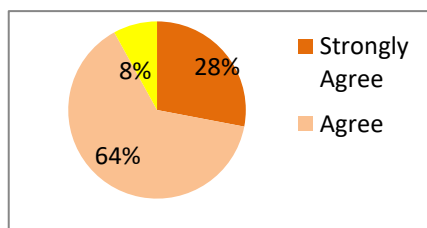

Figure 1. Oral Presentation and Grammar System

The figure 1 indicates that 28 % of the students strongly agree that oral presentation make them learn the grammatical system of English when and how to use tenses and sentence structure appropriately. While the majority 64% of

the students claim agree. However, 6 % state that they disagree.

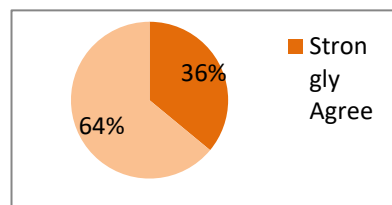**Statement 2   : Oral Presentation help me to develop English vocabularies.**

Figure 2. Oral Presentation and Vocabularies

Figure 2 shows that 36 % of the students strongly agree that Oral Presentation help them to develop English vocabularies. Then, 64 % of the participants agree with this claim Oral presentation help them a lot in developing vocabularies. In addition, there is no one disagree with this statement.

Statement 3   : Oral Presentation help me to learn the suprasegmental features of the English
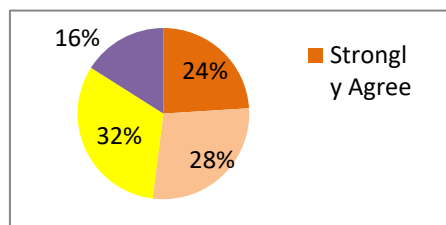language such as stress, intonation, etc.

Figure 3. Oral Presentation and suprasegmental features

Figure 3 shows that 24 % of the students strongly agree that Oral Presentation help them to develop suprasegmental features of English language. Then, 28 % of the respondents agree with this claim. However, there are 32% of the respondent disagree with this statement and 16% disagree.

Statement 4   : I can comprehend other speakers' intentions and respond to them

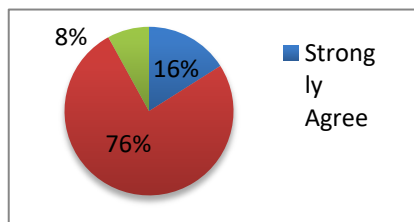appropriately, when delivering Oral Presentation.

Figure 4. Oral Presentation and the respond in different situation

Figure 4 indicates that most students (76 %) of the participants agree and 16% strongly agree that when delivering Oral Presentation, they can develop their comprehending to other speakers' intentions, and respond them appropriately. On the other hand, only 8% of the participants disagree with this statement.

Statement 5 : Oral Presentation help me to know how to express ideas using the appropriate language with respect to the audience, setting, and the topic.
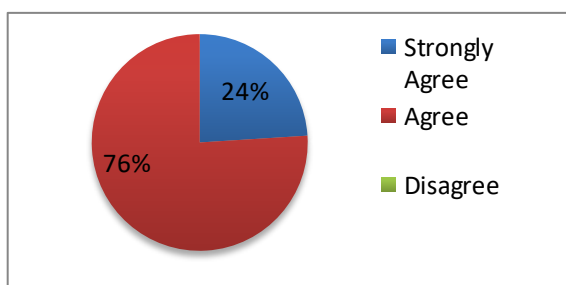

Figure 5. Oral Presentation and language selection

Figure 4 indicates that most students (76 %) of the participants agree and 24% strongly agree that by delivering Oral Presentation, they can know how to express ideas using appropriate language with respect to the audience, setting, and the topic. There is no one disagree with this statement.

Statement 6 : Oral Presentation teach me how to start, develop, and

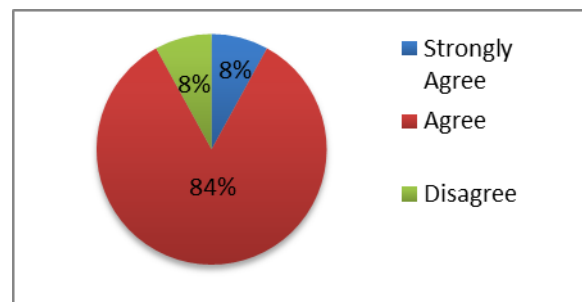**close a conversation, and produce a cohesive spoken text.**

Figure 6. Oral Presentation and the development of discourse

Figure 6 indicates that most students (84 %) of the participants agree and 8% strongly agree that by delivering Oral Presentation, they can know how to to start, develop, and close a conversation, and produce a cohesive spoken text. However, 8% of the students disagree with the claim.

Statement 7 : Oral Presentation teach me how to use verbal and non-verbal strategies to repair the communication breakdown.

Figure 7. Oral Presentation and the strategies for communication

From Figure 7, it can be indicated that the majority of the students 76 % agree and 8% that Oral Presentation teach them how to use verbal and non-verbal strategies to repair the communication breakdown. While only four students (16 %) disagree with the statement.
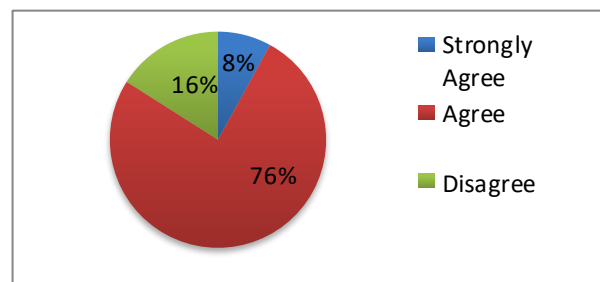
The result of the students' point of view about the factors which make the students feel difficult in doing oral presentation in EFL classroom. The

researcher divided the factors into three parts. Those are personal factors, presentation skill, and the audience.

Table 1 shows that most of the students get difficulties when deliver oral presentation, especially come from their own personal factors. Those are they feel anxious before do an oral presentation and have low self-confidence.

Table1. The difficulties of the students when delivering Oral Presentation from personal factors.

No	Statements	Scales			
		Never	Rarely	Often	Always
1.	I don't like the idea of oral presentations.	10	8	7	0
2.	Before do an oral presentation, I feel anxious	4	6	12	3
3.	I feel an oral presentation is difficult because I have low self-confidence.	5	6	10	4
4.	I forget everything I wanted to say when I deliver my oral presentation,	4	6	13	2
5.	I feel shy when delivering oral presentations.	5	5	10	5

Table2. The difficulties of the students when delivering Oral Presentation from presentation skills.

No	Statements	Scales			
		Never	Rarely	Often	Always
1.	I need to read from my notes during oral presentations	0	5	18	2
2.	I don't know how to use technology in my oral presentation.	12	8	5	0
3.	Not knowing how to do an oral presentation is the reason behind my low performance.	8	8	9	0
4.	The conversation course is not enough to	0	4	16	5

improve my speaking skill.

5.	The difficulty of the topic is the reason behind my low performance in oral presentation.	0	2	16	7

Table 2 shows that most of the students get difficulties when deliver oral speech, especially come from presentation skills which affect their performances. The most difficulties is come from their understanding skill because there are 18 students who read a note during a presentation.

Table 3. The difficulties of the students when delivering Oral Presentation from the audience.

No	Statements	Scales			
		Never	Rarely	Often	Always
1.	I feel frightened when a lot of people are watching me.	9	4	10	2
2.	The students' reactions affect my performance in the oral presentation.	5	4	11	5
3.	I worry that students will laugh at me when I speak English	6	8	9	2
4.	When late students enter class or talk to each other during oral presentation, I lose my ideas.	0	9	13	3

Table 3 indicates that most of the students get difficulties when deliver oral presentation are caused bt the audience which affect their performances during deliver oral presentation. The most difficulties is the student's reaction for the presentation. They have low self-confidence if the audience watch and give the reaction to their presentaion. They also feel difficult and lose their ideas when there is a student interrupt their presentation.

Discussion

The findings of this study indicate that Oral Presentation affect the students' speaking abilities. It can be known by look at the result of questionnaire statement 1 until 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 development of vocabularies, oral presentation and suprasegmental features, oral presentation and the respond in different

situations, oral presentation and languagae selection, oral presentation and the development of discourse, and the last oral presentation and strategies in communication. From the students' responds to statement number 1,2, and 3 which shows in figure1, 2, and 3, it refers to the linguistic competence. The majority of the students agree that Oral Presentation can develop their linguistic competence such as the grammar pattern. They also can acquire new vocabularies through oral presentation. Moreover, they become know how to use suprasegmental features appropriately, so they can convey a meaning easily in communication.

In addition, the statement 4 andn 5 is quiteimportant because in communication, the student should understand what the speaker says and they can respond it appropriately. They also need to express their ideas clearly. It can be seen in the presentage of the result from the students' answers, most of the students agree that Oral Presentation help them to reach that ability. Then, statement 6, it refers to the relation between oral presentation and discourse knowledge. The discourse knowledge is the important part in communication because the students should know how to start, improve and close a conversation, they also need to produce cohesive spoken text to deliver or express their ideas clearly and get the meaning in the communication. From the findings, most of students agree that their discourse knowledge can develop through oral presentation.

Furthermore,statement 7 refers to the strategies in communication. When the students interact with others, they need touse strategies to minimize the communication breakdown and solve their difficulties in a communication. From the results, majority of students agree that it can be developed by doing oral presentation. It can be indicated if the grammar system, vocabularies, suprasegmental features, rability in responding appropriately in different

situation, langauge selection, the development of discourse and the strategies in communication of the students develop, it will affect their performances in oral presentation. It means that oral presentation affect the students' abilities in speaking.

Even the oral presentation affect the development of the students' speaking abilities, the students still get some difficulties when delivering oral presentation. There are three factors that make the students feel difficult indelivering oral presentation. Those are personal factors, presentation skills, and the audience. From the result of findings the primary factors that make the students feel difficult is come from the personal factors. The most of the students feel anxious and have low self-confidence during oral presentation activities. Meanwhile from the presentations skill the students have low performance because they prefer to read a note while delivering oral presentation than explain by their own understanding. From the audience factors, it also become the important role in the students's performance when doing oral presentation. The reaction and respon from the audience infuence the performance.

Conclusion(s)

Oral presentation can be a way for the teacher to help the students to develop their speaking ability.The development of grammar system, vocabularies, suprasegmental features, rability in responding appropriately in different situation, langauge selection, the development of discourse and the strategies in communication of the students develop will affect the students performances in oral presentation. It means that oral presentation affect the students' abilities in speaking. Even sometimes the students get difficulties in their speaking which come from personal factors, presentation skills, and the audience, it can be solved by the strategies in communication which they

can use. Moreover, a good ability in delivering oral presentation will affect the students' speaking ability become more develop. As the teacher, it would be better if give more motivation for the students to be confident and believe in their proficiency. The teacher also will be better if give more practices and chance for the students to dvelop their oral presentation skills in order to develop their communicative competence.

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