



**PERCEPTION AND PRACTICE OF STUDENTS’  
PRESENTATION TO ENHANCE STUDENTS’ SPEAKING SKILL**

**THESIS**

submitted in partial fulfilment of the requirements  
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by

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Menyatakan dengan sesungguhnya bahwa yang tertulis dalam tesis yang berjudul “**Lecturers and Students’ Perception and Practice of Students’ Presentation to Enhance Their Speaking Skill**” ini benar-benar merupakan karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam tesis ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini, saya secara pribadi siap menanggung resiko/sanksi hukum yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

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## MOTTO AND DEDICATION

### **Motto:**

Lecturers' perception towards students' presentation as a technique in teaching English contributes in the implementation of students' presentation in enhancing students' speaking skill.

### Dedication:

This thesis is dedicated to my beloved mother, Hj. Zumrotun Husain, my father, Bapak Sutono, and my lovely husband, Bp. Ahmad Suja'i, S.Pd.I.

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## ABSTRACT

Saritwa, Firdausi Wimad. 2018. *Perception and Practice of Students' Presentation to Enhance Students' Speaking Skill*. A Thesis. English Language Education. Pascasarjana. Universitas Negeri Semarang. Advisor I: Sri Wuli Fitriati, S. Pd., M.Pd., Ph.D, Advisor II: Prof. Dr. Abdurrachman Faridi, M.Pd.

Keywords: Perception, Classroom Practices, Students' Presentation, Speaking Skill

Students' Presentation is one teaching technique that is often used in the teaching learning process at universities. It brings many benefits to students especially to improve their English speaking skill. However, the implementation of students' presentation cannot be separated from the role of lecturers and students. Therefore, this study aims to explain the perception of English lecturers and students of UIN Walisongo Semarang towards students' presentation in enhancing students' speaking skill, explain the classroom practices of students' presentation in learning English at UIN Walisongo Semarang, and explain the implementation of students' presentation in helping students to enhance their speaking skill.

This study is classroom discourse analysis which employs a descriptive qualitative approach. In order to collect the data, the researcher used personal interviews, classroom observations, and open questionnaire. There were four English lecturers, and seventy English language department students in five classes of UIN Walisongo Semarang as the participants of this study. The data were analyzed by using Cohen, et al.'s steps (2007, p.470), those are transcribing, coding, analyzing, and interpreting the data.

The findings of this study reveals that English lectures of UIN Walisongo Semarang have good perception towards the students' presentation in enhancing the students' speaking skill. The lecturers stated that they believed that through using students' presentation as a technique in teaching and learning English in the classroom practices, students would be motivated and encouraged to enhance their speaking skill. However, English department students of UIN Walisongo Semarang had different perception towards students' presentation in enhancing their speaking skill. 60% of students as the participants had a good perception towards students' presentation. The students stated that students' presentation brought some advantages which could help them to enhance their speaking skill, while 40% of students as participants were not sure that students' presentation could help them in enhancing their speaking skill. Moreover, the role of lecturers and students were important in the implementation of students' presentation in enhancing students' speaking skill, the clear guideline and aim could help students to enhance their speaking skill. Hence, the implementation of students' presentation contributes some benefits in helping students to enhance their speaking skill through some stages before, during, and after the presentation.

## ABSTRAK

Saritwa, Firdausi Widad. 2018. *Persepsi serta Pelaksanaan Presentasi Mahasiswa dalam Meningkatkan Keahlian Berbicara Mahasiswa*. Tesis. Pendidikan Bahasa Inggris. Pascasarjana. Universitas Negeri Semarang. Pembimbing I: Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D, Pembimbing II: Prof. Dr. Abdurrachman Faridi, M.Pd.

Kata Kunci: Persepsi, Pelaksanaan Pembelajaran, Presentasi Mahasiswa, Keahlian Berbicara

Presentasi mahasiswa adalah salah satu teknik mengajar yang sering digunakan dalam proses mengajarbelajar di universitas. Presentasi mahasiswa membawa banyak manfaat kepada mahasiswa khususnya untuk meningkatkan keahlian berbahasa Inggris mereka. Bagaimanapun, pelaksanaan presentasi mahasiswa tidak bisa dipisahkan dari peran dosen dan mahasiswa. Oleh sebab itu, penelitian ini bertujuan untuk menjelaskan persepsi dosen dan mahasiswa bahasa Inggris di UIN Walisongo Semarang terhadap pelaksanaan presentasi mahasiswa dalam meningkatkan keahlian berbahasa Inggris mahasiswa, mendeskripsikan pelaksanaan presentasi mahasiswa dalam belajar bahasa Inggris di UIN Walisongo Semarang, dan menjelaskan pelaksanaan presentasi mahasiswa dalam membantu mahasiswa dalam meningkatkan keahlian berbicara mereka.

Penelitian ini merupakan studi wacana kelas yang menggunakan pendekatan kualitatif. Untuk mengumpulkan data, peneliti menggunakan wawancara, observasi kelas, dan kuesioner. Ada empat dosen dan tujuh puluh mahasiswa bahasa Inggris UIN Walisongo Semarang di lima kelas sebagai partisipan dalam penelitian ini. Data dalam penelitian ini dianalisis menggunakan langkah-langkah Cohen, dkk. (2007, h. 470), yakni mentranskrip, mengkode, dan menafsirkan data.

Temuan penelitian ini menyajikan bahwa dosen-dosen bahasa Inggris di UIN Walisongo Semarang memiliki persepsi yang baik terhadap presentasi mahasiswa dalam meningkatkan keahlian berbahasa Inggris mereka. Mereka menyatakan bahwa mereka meyakini bahwa melalui penggunaan presentasi mahasiswa sebagai teknik mengajar dan belajar bahasa Inggris dalam pembelajaran di kelas, mahasiswa akan termotivasi dan terdorong meningkatkan keahlian berbahasa Inggris mereka. Meski demikian, mahasiswa UIN Walisongo Semarang memiliki persepsi yang berbeda terhadap presentasi mahasiswa dalam meningkatkan keahlian berbahasa Inggris mereka. 60% dari mahasiswa sebagai partisipan memiliki persepsi yang baik terhadap presentasi siswa. Mereka meyakini bahwa presentasi mahasiswa membawa beberapa manfaat yang dapat membantu mereka meningkatkan keahlian berbicara mereka, sementara 40% dari mahasiswa sebagai partisipan tidak yakin bahwa presentasi mahasiswa dapat membantu mereka dalam meningkatkan keahlian berbicara mereka. Selain itu, peran dosen dan mahasiswa sangat penting dalam pelaksanaan presentasi mahasiswa dalam meningkatkan keahlian berbahasa mereka, petunjuk dan tujuan yang jelas dapat membantu mereka dalam meningkatkan keahlian berbahasa mereka. Selanjutnya, pelaksanaan presentasi mahasiswa berkontribusi memberikan beberapa manfaat dalam membantu siswa dalam meningkatkan keahlian berbahasa Inggris mereka melalui beberapa tahapan sebelum, selama, dan setelah presentasi.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, scope of the study, definitions of key terms, and outline of the report.

### **1.1 Background of the Study**

Nowadays, language teaching methodology is shifted from getting learners to analyse a language to getting learners to use a language. Students do not only attempted to learn the grammatical rule of language, but also they have to speak and understand the language that they learn. Moreover, in the speaking class, students are not recommended to memorize and imitate the dialogue which is provided on the text books merely; however they are supported to construct a natural communication using target language.

For gaining the objective of learning in the university, lecturers and students have to think about the appropriate technique which is implemented in teaching learning process. One of the techniques which is always used to learn English as a foreign language in the university is students' presentation. In holding students' presentation, students are attempted to read and master the subject that will be presented, make note-taking, try to synthesizing and outlining the material before they present the subject in front of the class. Thus, through using this kind of technique, students can get some benefits in developing their motivation in



learning English independently, enhancing their knowledge and mastery of vocabulary (Wasiah & Carascalao, 2015). Moreover, it is able to increase the students' achievement in speaking evaluation. Students are demanded to make sentence(s) quickly using appropriate vocabulary and produce good pronunciation (Sujiyana, 2010). I believe that teachers might use this technique to help their students for learning and developing their communicative competence of using target language.

In conducting students' oral presentation at universities, both the lecturers and the students have important roles. Since the underpinning theory of this technique is communicative language teaching which has the goal to enable students to communicate in the target language (Larsen & Freeman, 2001, p. 128), rather than being a model for the target language, control the direction and pace of learning, then monitors and corrects the learners' performance, the lecturer has roles in facilitating language learning, guiding within the classroom procedure and activities, and organizing the classroom as a setting for communication and communicative activities (Richards & Rodgers, 2014, pp. 98-99). Meanwhile, students have a role as communicators. They are actively engaged in negotiating meaning (Larsen & Freeman, 2001, p. 129). They are expected not only to master the lesson materials, but also they have to communicate their knowledge and thinking with appropriate utterances, they should try to make themselves understood in understanding others. Students also have to know some strategies to involve the audience (questions, comprehension checks, and tasks), respond to the audience input, and use non-verbal communication such as gaze, facial



expression, movement, and gesture (Cheung, 2017). For those reasons, discovering the lecturers and students' perception and classroom practices of student presentation technique is very crucial.

Subsequently, the researcher would like to find out the real situations of students' presentation technique which is held in the English Foreign Language (EFL) students' class and to what extent the implementation of students' presentation enhances their speaking skill. Besides mastering the material of the lesson, students are attempted to communicate what they master to their friends in front of the classmates, therefore they must be able to use correct pronunciation, speak fluently and correctly. For gaining those indicators they have to master sufficient vocabulary and should be able to arrange their sentences in order to be understood (Safari & Fitriati, 2016, p. 88). However, there are some psychological problems faced by the students in speaking English such as students are afraid of making mistake, they felt ashamed, and most of them were anxious. Those problems appear because of some factors such as students were afraid if they cannot convey the message clearly and being ridiculed by their friends, and they were shy because they felt that they did not have good pronunciation, then they were also ashamed if their friends laugh at their wrong pronunciation (Jannah & Fitriati, 2016, p. 76). Those problems will prevent their performance, so that the presentation will not run well.

Hence, The role of student perception is of great importance in language teaching practice, so that EFL teachers have to understand students' attitudes and perception for the purpose of preparing and implementing an EFL curriculum and

adopting appropriate teaching approaches which are learner-based (McCaslin & Good, 1996; Norris-Holt, 2002; Savignon & Wang, 2003, Richards & Nunan, 1990; Richards & Lockhart, 1994 in Faridi & Arifin, 2017, p. 141). Therefore, I would like to know whether the perception of lecturers and students of students' presentation in enhancing students' speaking skill align with the classroom practices. Then, to what extent the implementation of student presentation enhance students' speaking skill. Hopefully, this study provide detailed result and reference to further investigations that deal with the technique of language teaching and learning.

## **1.2 Reasons for Choosing the Topic**

I choose the topic of this study based on some reasons. First, students' presentation is mostly used in the teaching English as foreign language at university or college. Since lecturers are conscious about the important of communicative competence in learning language, many lecturers in Indonesia adopt Communicative Language Teaching (CLT) as an approach and Cooperative Language Learning (CLL) as a method to conduct teaching and learning process. English lecturers in Indonesia have been changed their classroom practices from teacher-centered approach to a student-centered approach for the aim to place the students at the center of the teaching learning process and to enhance their language competence (Bharati & Permatasari, 2015, p. 22). Then, one of technique that they use is students' presentation where students are motivated to comprehend and implement linguistic competence, discourse competence, sociolinguistic competence, and strategic competence at once occasion. Therefore, I conducted this study at UIN

Walisongo Semarang. In that university, there are some lecturers who teach English language department students and conduct students' presentation in the classroom practices.

The second reason is lecturers and students play significant roles in conducting students' presentation. Lecturers have roles as a professional with a primary duty of educating, teaching, guiding, directing, training, assessing and evaluating students, not only focus on the way of transferring knowledge to the students in the formal education. Moreover, lecturers should have the ability to organize and teach in interesting and flexible ways, using good teaching methods (Depdiknas, 2003, p. 14, Feryyal, 2010, p. 2 in Faridi & Febriana, 2016, p. 32). While, students have roles as communicators who practice to communicate using target language (Richard & Rodger, 2014). How lecturers and students perceive the concept of students' presentation will influence their classroom practices in implementing this technique of learning. Therefore, recognizing how English lecturers and students perceive the concept of students' presentation in enhancing students' speaking skill is very important.

The last reason of why I conducted this research is I would like to explore the existence of any gaps between the perception and practices of students' presentation in enhancing students' speaking skill and to what extent students' presentation helps the students to enhance their speaking skill. In this case, the purpose of communication is conveying meanings and intentions, however communication is not always smooth as there are various differences among speakers. Sometimes, misunderstandings occur in communications because of

various reasons (Faridi & Safitri, 2017, p. 280). Through finding and analyzing any gaps that occur between the perception and classroom practices of students' presentation in enhancing students' speaking skill, hopefully English lecturers and students will consider some important aspects in conducting students' presentation for the purpose of enhancing students' speaking skill.

### **1.3 Research Questions**

In accordance with the research background, this study attempts to answer the research questions formulated as follows:

- 1) What are English lecturers of UIN Walisongo Semarang's perception towards students' presentation to enhance students' speaking skill?
- 2) What are English Language Education students of UIN Walisongo Semarang's perception towards students' presentation to enhance their speaking skill?
- 3) How is the implementation of students' presentation in learning English at UIN Walisongo Semarang?
- 4) How does the students' presentation enhance their speaking skill?

### **1.4 Objectives of the Study**

The objectives of this study are in line with the research problems. The main objectives of this study is to explore the perception of English lecturers and students towards students' presentation to enhance students' speaking skill at UIN Walisongo Semarang.

The main objective can be detailed as follows:

- 1) to analyze English lecturers' opinion on students' presentation in order to explain their perception towards the students' presentation to enhance students' speaking skill.
- 2) to analyze English Education students' opinion on students' presentation in order to explain their perception towards students' presentation to enhance their speaking skill.
- 3) to analyze the stages of classroom activity in order to explain the classroom practice of students' presentation in learning English at UIN Walisongo Semarang.
- 4) to analyze the lecturer and students' interaction in the classroom in order to explain how students' presentation helps the students to enhance students' speaking skill.

### **1.5 Significance of the Study**

This study is expected to give some benefits as follows:

- 1) The perception of English lecturers towards students' presentation to enhance their speaking skill is analysed so that theoretically it contributes to the knowledge of the language learning methodology in order to achieve the communication skill in English. Also, this can be used as a practical reference for further studies. Besides, pedagogically, this study improved the lecturers understanding of the use of students' presentation in helping their students to enhance their speaking skill.

- 2) Through analysing the English students' perception towards students' presentation to enhance their speaking skill, it provides the theoretical description of the language learning methodology. In the practice, other studies with similar topics can refer this study in the future. Pedagogically, the English students get better knowledge of students' presentation to enhance their speaking skill.
- 3) Furthermore, theoretically, the analysis of the classroom practices of students' presentation at UIN Walisongo Semarang supports the theory of students' presentation as a technique of teaching English. Practically, the findings are applicable in the future studies. Pedagogically, the result of this study will give new perspective for English lecturers and students towards the implementation of students' presentation.
- 4) Moreover, the implementation of students' presentation in helping students to enhance their speaking skill is explained, therefore the theory of students' presentation which is related to the students' English skill enhancement can be more reliable. In practice, the future studies can apply the findings of this study as the reference on the language learning methodology. Pedagogically, this study provides the understanding of students' presentation as a technique in teaching English.

### **1.6 Scope of the Study**

This study focus on explaining English lecturers and English education students' perception towards students' presentation in enhancing students' speaking skill and describing the classroom practices of students' presentation in learning

English at UIN Walisongo Semarang. Moreover, this study investigates the implementation of students' presentation for helping students to enhance their speaking skill. Although there are some elements in the implementation of students' presentation such as the use of PowerPoint software and any other aids, it is not the main focus of this study. Furthermore, I conducted this study at a university especially at English education department, in some courses which implement students' presentation.

To avoid misunderstanding among the readers on the terms used in this study, it is important to define the terminologies. First, perception is the ultimate source of knowledge about a unit of facts (Matthen, 2015, p.1). It is someone's opinion and interpretation about something based on knowledge and experience. Second, classroom practice is a process which involves multiple agents and their interaction within the classroom as a system. (Li & Oliveira, 2015, p. 489). It is a set of activities and interactions conducted by teacher and students in the classroom to achieve the objectives of learning. Third, presentation refers to communicating your message by sound and sight via the coordinated act of mind, body, language and voice (Tripathi, 1991, p. 2). Fourth, speaking is active production skill and use of oral production. It is capability of someone to communicate orally with other (Widdowson, 1994. P. 116). In addition, it is the ability of producing good and proper oral communication in delivering meaning and message with others.

The thesis was organized into five chapters. The first chapter presents some basic elements of the study including the background of the study contains the

information which encourage the writer to conduct the research. The reasons for choosing the topic, a convincing reason of why this research is worth doing, research questions, objectives of the study, significance of the study, scope of the study, definition of key terms, and outline of the report.

Moreover, the first chapter provides the outline of the report which is the last section discussed in the first chapter. The section is a brief explanation of the thesis. It is expected that the readers are able to understand the whole content of the thesis after reading the outline of the report.

The second chapter deals with the theory underlying the thesis. This chapter contains the review of previous studies and the theory of perception, approach and method underlying students' presentation strategy, and speaking skill. This chapter also include the theoretical framework of this study that becomes the ground of doing the current research.

The third chapter describes the research methodology. It consists of research assumptions, research design, roles of the researcher, subject of the study, object of the study, method of analysing the data, and triangulation.

The forth chapter explains findings and discussion. It presents the findings of English lecturers and students' perception towards students' presentation to enhance their speaking skill, classroom practices of students' presentation in learning English at UIN Walisongo Semarang, and the Implementation of students' presentation in helping students' to enhance their speaking skill.

The fifth chapter explains the conclusion on how the perception of lecturers and students contributes to the implementation of students' presentation in



learning English at UIN Walisongo Semarang as well as the implementation of students' presentation could help students to enhance their speaking skill.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter reviews several previous studies with relevant topics and theories by English language learning methodology experts. They include perception of learning, students' presentation strategy, communicative language teaching, cooperative language learning, and speaking skill. This leads the researcher to develop the theoretical framework of the study.

#### **2.1 Review of Previous Studies**

There are several studies related to this study. Those have the same topic, that is, oral presentation which focused on some aspects such as the implementation, the advantages, and the obstacles of presentation. In writing the previous studies, the writer categorized them into several categorization.

Related to the implementation of oral presentation in the classroom in enhancing students' English skill, some previous studies were taken into account. They are conducted by Wasiah and Carascalao (2015); Brooks and Wilson (2014); Cheung (2008); Laichsenrin (2010); Lee and Park (2008); Hisatsune (2013); Bankowski (2010); Hendriawan (2018); Al-Hebaish, (2012); Hamdani, Z and Amrizal (2018).

Based on the findings the implementation of students' presentation brings some benefits for students in enhancing their motivation, knowledge, and vocabulary mastery in learning English. Wasiah and Carascalao (2015) for instance, analysed the implementation of students' presentation and lecturer'

presentation at Universitas Negeri Semarang. The study aimed to explain the students' perspective toward students' presentation and lecturer's presentation, to explain which strategy is more preferred by the students, and to explain some benefits after implementing the two strategies. Results indicate that in conducting presentation, students become enjoy and active taking part in the classroom practice. It also can improve their L2 skill and creativity, and gain confident speaking in front of others. 37% of students prefer students' presentation, 37% of students prefer lecturer' presentation, and 26% of students prefer both of students and lecturer presentation. This research also found that students got some benefits in enhancing their motivation in learning English independently, enhancing their knowledge and their vocabulary mastery. The findings is line with Lee and Park (2008), their research showed that oral presentation become an important part of language teaching especially in the university environment because it provides an opportunity for students to improve their English ability. They claimed that, oral presentation supports students to develop their self-confidence and gaining good academic achievement. In addition, they suggested that lecturers should use guided oral presentation in developing students' speaking skill because it is effective in raising students' awareness of facts about English communication.

Furthermore, since oral presentation is derived from Communicative Language Teaching (CLT) approach, and Cooperative Language Learning (CLL) method, I mention some related studies as a base of the implementation of students' presentation. There were various studies conducted by several researchers, they are Astuti and Lammers (2017); Sachs, et.al (2003); Zhang

(2010); Floriasti (2013); Novita (2016); Lee (2014); Iswardati (2016); Dryden, et.al (2003); Wullur (2011); Martono (2013);Khafidloh (2017); Thohir (2017); Ahmad and Rao (2013); Febriana and Faridi (2016); Pandarangga (2015); Sunggingwati (2018); Arifin and Faridi (2017); Astuti (2016); Hidayati (2017); Tulung (2008); Oktaviana and Fitriati (2017); Sutiyono, et.al (2012); Permatasari and Anggani (2015); Herawati (2013); Harsono (2005); Aziz, et.al (2018).

Regarding to Communicative Language Teaching and Cooperative Language Learning as the base of students' presentation as a technique in learning English, Astuti and Lammers (2017) investigated teachers and students' attitudes towards CLT and CLL in a particular EFL setting and exploring the important role of teachers and students in implementing CLT and CLL. They found that students had opportunities to use target language and it contributes to development of students' communicative competence in performing oral communication in the classroom.

Furthermore, the advantages of using CLT and CLL in teaching English could be shown in Ahmad and Rao (2013) study where they conducted a study of the implementation of CLT and CLL in teaching English in a local college in (Punjab) Pakistan. The activities which provided by Communicative Language Teaching and Cooperative Language Learning can support students to develop their interpersonal communication, leadership, and teaching skill. CLT and CLL activities can supports students' involvement in the classroom instruction. CLT and CLL also can make English teaching effective and meaningful. They believed

that the implementation of any kind of activities based on CLT and CLL is better than the traditional method for learning English.

There have been some references concern the relation between students' presentation and speaking skill, they were Hill and Storey (2003); Khoirunnisa, et.al (2018); Jannah and Fitriati (2016); Liton (2016); Mauria (2013); Muhsin (2016); Al-Nouh, et.al (2015); Pillai (2017); Sari, et.al, (2013); Indrawati and Lustyantje (2017); Mali (2014); Rustandi and Ande (2017); Usman, et.al (2018); Vebriyanto (2016); Apriliyanti, Warsono, Mujianto et.al (2018); Kalisa (2017); Rahimi (2016); Rizal (2017); Sari, et.al (2013); Safitri and Faridi (2017); Jannah, Warsono, and Hartono (2018); Khamkhein (2010); Jariah, et.al (2013); Ana, R., et.al (2013); Ambararini (2013); Afkan, S.S. (2018); Anggraeni (2018); Arjulayana, et.al (2018); Asdar (2018); Liu (2012); Setiawan, Anggani, and Mujianto (2018); Suroyo, Mujiyanto, and Faridi (2018); Agustin, Warsono, and Mujiyanto (2015); Febriani (2017); Suwartono (2014); Khunaivi and Hartono (2015); Farista, Anggani, and Fitrianti (2018); Safari and Fitriati (2016); Milchatun, Anggani, and Hartono (2015).

In general those studies were meant to analyse the problems faced by students in speaking English. For instance, Jannah and Fitriati (2016) conducted a study to find out the causes of problems faced the students in speaking English, and to investigate the errors that students made in their oral presentations. They found that most of students feel anxiety when they hold presentation. Moreover, Al-Nouh, et.al (2015) conducted a study to investigate EFL college students' perception of the difficulties in oral presentation as a form of assessment. They

employed 500 female EFL students of Basic Education College at Kuwait as the participants.

The findings showed that in speaking English in the classroom practice, students have some obstacles, for instance, they feel anxious to speak because they were afraid of making mistake, and they feel they did not have good pronunciation. They stated that students' anxiety and difficulty for speaking in the class was influenced by students' perception. Both students' anxiety and vocabulary mastery give contribution to students' speaking skill. They believe that English-speaking enhancement is influenced by attribution or motivation, thus oral performance such as presentation is needed to improve students' speaking skill. They also found that one of the major problems faced by students in speaking in pronunciation. Most of students could not pronounce or mispronounce a series of words which resulting misunderstanding in conversation. They claimed that in conducting presentation, students sometimes used misformation, misordering, addition and omission when they are speak.

In addition, there are some issued related to the implementation of presentation in the classroom practices, such as the use of media and technology. There were various studies that had been conducted. They were Fauzi (2016); Alkash and Al-Dersi (2013); Karjo (2008); Fisher (2003); Asmaruddin (2018); Mistar and Umamah (2014); Oommen (2012); Ardriyati (2010); Muriningsing (2011); Pitoy (2012); Rosyada and Nurani (2017); Musthafa (2001); Musyahda (2002); Rokhyani, et.al (2017).

Regarding to the use of media and technology in conducting students' presentation, Fisher (2003) conducted a study about the use of multimedia-based presentation to improve students' speaking skill. He used observation as a technique in collecting the data. He found that the theory of using technology such as PowerPoint software is sound good in conducting presentation, but in practice this can be tricky. Although, it is found problems in using technology in conducting presentation, the use of PowerPoint in presentation can motivate the students to learn English.

Furthermore, Alkash and Al-Dersi (2013) conducted a study to analyse the significant benefits of PowerPoint Presentation for both EFL teacher and learners in Sebha University. They found that the use of multimedia in presentation can help students to improve their speaking skill. Moreover, the use of technology such as PowerPoint software is beneficial for students in conducting presentation effectively. They stated that students preferred using PowerPoint as a tool in conducting presentation, and it is effective to be used to improve their speaking skill.

Those related literature are needed to be basis of the analysis of this study. However, the implementation of students' presentation not only has some benefits such as improving the students' speaking skill and developing students' motivation in learning language, but also it give a challenge to students to perform, deliver the material of lesson, and communicate or discuss the material of lesson in front of classroom. Obviously, they need a great preparation before conducting presentation. However, some studies found that some students were

anxious and shy in the classroom practice. They were unconfident to speak in presenting the material of lesson and some of them were passive to participate in the discussion section. The novel thing of this study is this study link the implementation of students' presentation to the enhancement of students' speaking skill. Therefore, I believe that this study is still needed, especially for gaining the teachers' and students' perspective of students' presentation for enhancing students' speaking skill.

## **2.2 Review of Theoretical Studies**

This review of theoretical studies are about lectures and students' perception of learning, approach and method underlying students' presentation strategy, students' presentation in learning English, and speaking skill.

### **2.2.1 Lecturers and Students' Perception of Learning**

Perception is more than a means of passively representing the intrinsic physical organization of object (Braund 2008). Perception is inherently active and exploratory. It seek out alterations in the vast flow of information enveloping it. Moreover, perception means the process by which an extract meaningful information from physical stimulation and it is the way we interpret our sensation (Sainn & Ugwuegbu in Choy & Cheah 2009, p. 198). Another definition of perception comes from Zmigrod and Hommel (2013). They stated that perception as a view, judgement, or appraisal formed in the mind about a particular matter. These theories gives reflection that perception is actively representing and interpreting a meaningful information which comes from physical simulation.



Every people might have different perception about a matter. It is caused by several factors that can influence the perception. Attention, functional factors, and structural factors can influence perception. Attention means the mental process when the stimulus became prominent in consciousness when other stimulus is weak. While, functional factors refers to the frame of the goal that someone would give meaning to an object by means of his senses. Then, structural factor refers to someone unity of ideas or the nature of the group (Gerungan, 2007, p.53 in Suiswati, 2015, p.20). Another factor that will influence the perception are the ability to capture the stimulus from outside, expectations and readiness to accept the stimulus that will arise, ability to act, the system of value that works in the society, the personal proficiency, and the presence or the absence of psychiatric disorder (Wirawan, 2007, p.43 in Suiswati, 2015, p.18).

Perception reflects what person perceive a matter, it can be a judgment, view, appraisal, or interpretation. There are two main type of perception. Those are positive perception and negative perception. Positive perception refers to one's view of a matter in certain circumstances with results in line with his/her expectation. While, negative perception refers to one's view of a matter under certain circumstances with the result is different with his/her expectation (Dukheim, 2000, p.142, in Suiswati, 2015, p.18).

In the field of education, lecturers' perception is how they perceive any object related to education, for instance a particular method and technique that they apply in their classroom practices. If their perception is in line with the result or achievement of the classroom practices, it will called as positive perception. In

the other hand, if the result or achievement of the classroom practices is different with his/her expectation, it will be called as negative perception.

Hence, lecturers and students' perception about the technique which is implemented in the classroom practices is very crucial. It is important for teachers to consider how their students perceive them in the classroom as this can conflict with personal philosophies and attitudes towards teaching (Horwitz in Choy & Cheah 2009, p. 199). Their perception about the technique of learning will guide them and influence their classroom practices. It also might has relation about the students' achievement. However, it is possible if there is a gap between their perception and the practice.

### **2.2.2. Approach and Method underlying Students' Presentation strategy**

#### **2.2.2.1. Communicative Language Teaching (CLT)**

Communicative Language Teaching (CLT) is an approach to language interaction which is has an aim to develop students' communicative competence. It refers to aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts (Hymes, 1972 in Murcia, 1995). Michael Canale and Merrill Swain (1980) in Richard and Rodger (2014) stated that there are four components which make up the construct of communicative competence, those are grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Grammatical competence is that aspect of communicative competence that encompasses knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology. It is the competence that we associate with mastering

the linguistic code of language. Moreover, discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse of text. It is the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of series of utterances. It deals with the ability to combine language structures into different types of texts. Sociolinguistic competence refers to an understanding of social context in which communication takes place, including the relationships, the shared information of participants, and the communicative purpose of their interaction. It deals with the mastery of socio cultural code of language use. Then, strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication. It deals with the knowledge of verbal and non-verbal communication strategies which enhance the efficiency of communication and enable the learner to overcome difficulties when communication breakdown occur.

Since 1980s Communicative Language Teaching (CLT) has been adopted by Indonesian EFL teachers (Lie, 2007 in Astuti & Lammers, 2017). It is often used in the classroom practice because it brings some beneficial. Communicative Language Learning (CLT) provides real communication between teacher and students, and among students. It also gives opportunities for students to develop both accuracy and fluency in speaking. Students also have a chance to cooperate each other, they should be comfortable with listening to their peers in group work

or pair work tasks. Then, they also demand to communicate actively and aware of failed communication.

In applying this approach, teachers have some important roles. The first role of teacher is facilitating the communication process among students in the classroom. The second one, teachers as a guide within the classroom procedures and activities. Another role of teachers are as counselor and group process manager. As consoler, teacher are expected to be a good model for students in providing confirmation and feedback. Then, as group manager teachers are required to organize the learning practices, provide briefing on the activities to be performed, monitor the activities that take place, and assist groups in self-correction discussion.

Furthermore, there are some principles of Communicative Language Teaching; first, It emphasis on learning to communicate through interaction in the target language. Second, teachers have to introduce the authentic texts into the learning situation. Third, students have opportunities not only focus on language but also on learning process itself. Fourth, the development of students' personal experience is important elements to classroom learning. Fifth, there is an attempt to link the classroom practices with language activities outside the classroom (Sreehari, 2012).

Communicative Language Teaching (CLT) provides some activities which can involve the students' motivation for acquiring language. Those activities also can engage students actively in the classroom practices. Teachers might also use role plays, games, and oral presentation as involving learners in the experience of communication (Savigon, 2006). I believe, the classroom practice will be enjoyable and meaningful because of the activities. Students will be encouraged to

communicate independently of the target language and cooperate with other students in solving problems and carrying out tasks which related to the material.

#### **2.2.2.2 Cooperative Language Learning**

Teachers should find the way of engaging students in the classroom practice, so that their students are being active, critical, and enjoy the teaching learning process. One of the ways to develop teaching learning process is using attractive method, for example Cooperative Language Learning (CLL). CLL is emphasizing on peer support and coaching. In CLL students are motivated to be active and critical, while they must cooperate each other. Olsen and Kagan (1992, p. 8 in Richards & Rodgers, 2014, p. 244) stated that, “Cooperative learning is group learning activity organized do that learning is dependent on the socially structured exchange of information between learners in group and in which each learner is held accountable for his or her own learning and is motived to increase the learning of other.”

CLL tend to a learner-centered approach which has several goals, those are providing opportunities for naturalistic second language acquisition through the use of interactive pair and group activities; providing teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum setting; enabling focused attention to particular lexical items, language structures, and communicative functions through the use of interactive task; providing opportunities for learners to develop successful learning and communication strategies; and enhancing learner motivation and reduce learner

stress and creating a positive affective classroom climate. Those goals may help students and teachers in developing a gratify teaching learning process.

Some of approaches those are used in CLL are *first*, language is a resource for expressing meaning. It's mean that language serves goals of making meaning which realized through a joint process of collaboration. *Second*, language is a means of expressing different communicative functions. CLL has the notion that communicative competence depends on the ability to express and understand functions or speech acts. *Third*, language is a means of interpersonal and social interaction. Students are demanded to interact through the use of both spoken and written language. *Fourth*, language is a resource for carrying out tasks. CLL focus on many activities is collaborating to complete different kinds of tasks.

CLL designed to attend to cooperation, to develop critical thinking skill, and to develop communicative competence through socially structured interaction activities, these can be regarded as the overall objective of CLL. CLL used in teaching content classes, ESP, the four skill, grammar, pronunciation, and vocabulary. According to Johnson et al. (1994, pp. 4-5 in Richards & Rodgers, 2014, p. 249) there are three types of CLL groups, those are Formal CLL groups, informal CLL groups, and cooperative base groups. Furthermore, Kagan (1992 in Richards & Rodgers, 2014, p. 249) delivers that some elements of successful group-based learning in CLL which is should be considered by teachers are positive independence, group information, individual accountability, social skill, structuring and structures.

In CLL, students have roles as a member of group who must work collaboratively on tasks with other group member. They must learn teamwork skill. They are directors of their own learning. That is, they must plan, monitor, and evaluate their own learning. While, teachers have roles as creator a highly structured and well-organized learning environment in the classroom, setting goals, planning and structuring task, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time (Johnson et al.1994 in Richards & Rodgers, 2014, p. 252). Students and teachers are working together in developing a good teaching learning process by conducting some activities such as three-step interview, roundtable, thin-pair-share, solve-pair-share, and numbered heads.

In implementing CLL, teachers should consider the procedure of CLL. The procedure emphasizes on student center activities. A cooperative writing and editing pair arrangement is used. Sometimes, students are asked to work in group, and they can also be given a group score based on the total number of errors made by the pair in their individual compositions.

### **2.2.3. Students' Presentation in Learning English**

#### **2.2.3.1 The Nature of Student Presentation**

One of teaching and learning strategies which is almost used in undergraduate level is presentation. Presentation can be defined as the practice of showing and explaining the content of a topic to an audience or learner (Sujiyana, 2010). In a presentation, there are three basic elements, those are presenter, audience, and the presentation itself (Siddons, 2008). Sometime, presentation is conducted by

teacher or lecturer, in other hand it can be conducted by student individually or in a group. Essentially, presentation in the classroom practice has the aim to deliver a material of a particular course and share any idea or opinion. Practically, teacher or students uses media or such kind of tools for supporting his/her presentation, for example using PowerPoint software, audio, and any other media. The use of color coding, bolding, font manipulation, underling, animation schemes, and custom animation on the PowerPoint presentations (PPTs) make the material of lesson more salient (Cobeil, 2007, p. 632 in Nadia). However, the focus of the activity is transferring information or knowledge of the topic, whatever the tool that the presenter used it should be help the audience to receive the content.

Another definition comes from Nadia (2013, p. 20), she mentioned that presentation is one of activities which are using in oral expression courses to develop students' speaking skill. Moreover, she stated that in conducting presentation the presenter shows their knowledge on a particular subject. The presenter might choose the topic or the teacher give it. In delivering the content, usually the presenter delivers the important information first, than leaving the details for the last. This definition given by Nadia (2013) reflects the steps that should be considered by the presenter. That is delivering the important matter in the beginning of the presentation and giving the details. The presenter also have to master the topic of particular subject that will be presented, and absolutely know how to communicate it to another students.

Baker (2000, p.115 in Nadia, 2013) stated that presentation is a formal conversation when the presenter speak to group as natural activity. In this



definition, I can conclude that presentation has strong relation to the speaking skill. One of aims of conversation is communicating message, information, or knowledge. For conducting communication, the presenter should have competencies, those are grammatical, discourse, sociolinguistic, and strategic competence.

According to Mandala (2000, p. 8 in Nadia, 2013), presentation is a speech which given in a business, technical, professional, or scientific environment where the audience is likely to be more specialized than those attending a typical system. In this definition, I can infer presentation is an activity which conducted for the specific purpose in a certain condition. There must be the topic(s), aim(s), and procedure(s) in implementing this activity.

In addition, presentation refers to communicating your message by sound and sight via the coordinated act of mind, body, language and voice (Tripathi, 1991, p. 2). The presenter not only should communicate the topic of a particular subject with the audience orally, but also the presenter should use non-verbal communication to help them delivering the message. The presenter also have to consider the appropriate way in delivering the content, for instance, managing the volume of their voice and the rate of their saying.

In this study, I have to state that the mean of students' presentation. That is an activity which conducted by students in the classroom practices for the purpose of presenting the material of lesson, share information and opinion, than close with discussion session. It is conducted in a group. The presenter might use media to help them in delivering the material.

### 2.2.3.2 The General Structure of Student Presentation

In conducting students presentation, students have to consider its' general structure. The general structure of students' presentation is delivered as follows:

Table 1.

The general structure of presentation

Step 1	Student Opens the presentation through greeting the audience
Step 2	Student introduces his/her identity and the material of lesson that will be delivered
Step 3	Student remains the audience about some discussions (questions and answer, suggestions or objections at the end of section
Step 4	Students deliver the material
Step 5	Students open discussion section
Step 6	Students close the presentation

In addition, usually teachers give feedback or comment related to the presenter performance, the material given, the audience question, or the present's response for the audience's question whether in the middle of at the end of presentation. Further, Siddons (2008) suggested that students' presentation should involve some categories such as good organization, logic, interest to the audience, positive start, powerful ending, good and concrete example, and accurate length.

### 2.2.3.3 Some Issues related to Student Presentation Technique

One of the important aspect in conducting presentation is the material of the lesson. Material of the lesson is the core of presentation which have to be

delivered by the presenter to the audience. Before conducting presentation, presenter need to read and explore any references which related to the material. The presenter must choose the important point of the material because of the duration of presentation is limited. Effective presentations reach their goals and give advantages and learning to the audience of presentation (Chivers & Shoolbred, 2007, p. 22). In order to present the material of lesson effectively, the presenter should choose the important matter of material selectively, make some notes, and deliver clearly to the audience.

However, in communicating idea and knowledge to the audience is not an easy matter. Students are attempted to prepare any aspect before their conduct their presentation. The first step of preparations is reading the material of lesson that will be presented. They should extract the important points, make notes, and master the material. Another preparation is mastering the language, in this case English. They should have sufficient vocabulary, good pronunciation, and ability to arrange the utterances, so that they will be understood well. However, In Indonesia context, students were difficult to communicate their idea and knowledge using target language, in this case English, in the other hand they mostly use Bahasa Indonesia and Javanese language in the classroom interaction (Yulia, 2013, p. 14). It is not startling when the presenter or the audience find the difficulties to deliver their idea or information, then they decide to use their mother tongue language such as Bahasa Indonesia or local language such Javanese language even they are student of English language department. If they

do not communicate using target language effectively, it give reflection that they will not develop their communicative competence.

In conducting presentation, the presenter might use any tools that can help them to deliver the content. One of the tools that can be used is PowerPoint software. Nowadays, English students especially at undergraduate level mostly familiar with this software. It is a kind of the multimedia technologies which is easy to used and easily available. It is believed that can enrich the information presented and make the presentation more organized (Alkash & Al-Dersi, 2013). PowerPoint Software also has advantage as a tool which provides visual aids, so that the presenter can draw the audience's attention (Ozaslan & Maden, 2013, p. 39). Moreover, using technology such as computers, projectors, video, even PowerPoint software increase the English Foreign Language (EFL) students motivation because those kind of technologies were effective, enjoyable, interesting and useful for them (Ilter, B.G., 2009). It is a challenge to the students to put the extract of the subject content on the slides of PowerPoint software. When they write down the content of the lesson, they have to consider the outline of their presentation including the important information and it details, font and size (using appropriate size and font, so that the audience can read the content clearly), pictures, video, and audio which will enrich the information of the content. Students are attempted to explain the content of lesson in time, so they should consider the duration of their presentation. However, some students who come from sub urban area might find difficulties in presenting the content of lesson in the slides of PowerPoint software, so that it might be problem to them to use this kind of technology devices to conduct presentation.

#### **2.2.4 Speaking Skill**

In this section, I will present (1) The Nature of Speaking Skill (2) Teaching Speaking Skill, and (3) Assessing Speaking Skill.

#### **2.2.4.1 The Nature of Speaking Skill**

One of important elements in language skill is speaking, besides listening, reading and writing. Speaking is the productive aural or oral skill which consist of producing systematic verbal utterances (Bailey, 2003, p. 48 in Nunan, 2003). Many people believe that rather than another skill –listening, reading, or writing, speaking skill is the most difficult one because it happens in real time, it means that the activity is happening instantaneously, when somebody talks to you, you should give respond at that time, and there is no chance for you for editing or revising, as it occurs when you are writing.

Actually there are four elements of speaking skill which are should be considered by speaker (Fulcher, 2003 in Kufwabawa, 2014). Those elements includes connected speech, expressive device, lexis and grammar, and negotiation language. In connected speech sounds are modified, omitted, added, or weakened. So that, in teaching speaking, teachers should involve students to improve their connected speech in activities designed. Moreover, expressive device related to the change pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and nonverbal language by the speaker to show how they are feeling. Another element of speaking is lexis and grammar. When we are speaking, exactly it will consist of number of common lexical phases such as greeting, agreeing and disagreeing. Furthermore, in order to be understood by listener, our speech should relate to the context and provide accurate grammar. Then, the fourth element of speaking is negotiating language. It means that our

talk will contains our discussions with someone in order to reach an agreement or a deal with them.

Additionally, Brown (2003) stated that there are five basic types of speaking, those are imitative, intensive, responsive, interactive, and extensive.

Those types are delivered in the table as follows:

Table 2.

The five basic types of speaking

Imitative	It performs the ability to imitate a word, phrase, or sentence
Intensive	It performs the ability to produce short stretches of oral language design to present competence in a narrow band of grammatical, phrasal, or phonological relationship
Responsive	It preforms the ability to hold conversation, greetings, small talks, request, and comments
Interactive	It almost the same with responsive, however, it includes multiple participants, and has more length and complex interaction
Extensive	It performs oral production task including speeches, oral presentation, and storytelling.

I believe that when we are speak we want to deliver a message to hearer, and it is motivated through different purposes such as maintaining social relation, fulfilling task, or encourage someone to do something. However, in the context of teaching and learning English, teachers have to train students to speak using target language, because one of the purposes in learning language is how we can use it in the real life.

#### 2.2.4.2 Teaching Speaking

Teaching speaking is to teach students to produce the speech sounds, sound patterns, use words and sentence stress, intonation patterns and rhythm of the second language. Teaching speaking also means teach students to select appropriate words and sentences according to the proper social context, then organize their thoughts in a meaningful and logical sequence. In this case, teachers also teach their students to use language as a means of expressing values and judgment (Nunan, 2003, p. 94).

One of the goals of teaching speaking is communicative efficiency (Hugges, 2002, p. 6 in Kufrabawa 2014). As we know, at the first time, we might think that teaching speaking only make students imitate what teachers say in the target language, and remember some patterns of simple conversation. Those believe might influence some teachers to use *audiolingual* method in their classroom practice. However, in the real life situations, communication sometimes different from or even more complex rather than some models of speaking which are provided on the students' textbook. Therefore, teacher have to recognize some principles in designing teaching speaking.

The difficulty of teaching speaking occurs when students are lack of motivation for speaking. Other problems might arise when the curriculum does not stress speaking skill. Therefore, EFL teachers should solve this challenge through using some strategies or techniques in teaching speaking (Lazaraton, 2001 in Murcia, 2001). For developing students' motivation in speaking class, teaching might use some media and technologies, for instance, audio, video, computer

software, and internet. Audio recording is the most basic way to capture sound. Tapes from a variety of textbook series can be made available in a language laboratory. Commercial films and off-air television recordings can be used to teach pronunciation. While, an overview of many of the software programs available for teaching pronunciation. Hence, the teachers could access internet to get many resources in developing speaking class activities.

#### **2.2.4.3 Assessing Speaking Skill**

Assessment is a process whenever a student responds to a question, offers a comment, or tries a new structure (Brown, 2003), so it means that, in the process of teaching learning process, assessment is included, or we can stated that assessment occurs during teachers and students conduct teaching learning process. In addition, in assessing speaking skill, teachers have to consider the types of speaking whether it is imitative, intensive, responsive, interactive, or extensive. In the oral presentation teachers are suggested to use a checklist or grid as a means of scoring or evaluation. In this case, Brown (2003, p. 180) gave an example of oral presentation checklist which is presented as Figure 1:



### Oral presentation checklist

#### Evaluation of oral presentation

Assign a number to each box according to your assessment of the various aspects of the speaker's presentation

3      Excellent

2      Good

1      Fair

0      Poor

#### Content:

The purpose or objective of the presentation was accomplished.

The introduction was lively and got many attention.

The main idea or point was clearly stated toward the beginning.

The supporting points were:

Clearly expressed

Supported well by facts, argument.

The conclusion restated the main idea or purpose.

#### Delivery:

The speaker used gestures and body language well.

The speaker maintained eye contact with the audience.

The speaker's language was natural and fluent.

The speaker's volume of speech was appropriate.

The speaker's rate of speech was appropriate.

The speaker's pronunciation was clear and comprehensible.

The speaker's grammar was correct and didn't prevent understanding.

The speaker used visual aids, handout, etc. effectively.

The speaker showed enthusiasm and interest

(If appropriate) the speaker responded to the audience question well.

Figure 1  
Oral Presentation Checklist  
(Brown, 2003, p.180)

### 2.3 Theoretical Framework

Theoretical framework is the theory underlying the study. In the terms of the study entitled, “Lecturers and Students’ Perception and Practices of Students’ Presentation to enhance their Speaking Skill”. This study focuses on explaining English lecturers and English education students’ perception towards students’ presentation to enhance their speaking skill and explaining the classroom practices of students’ presentation in learning English at UIN Walisongo Semarang. Moreover, this study investigates the implementation of students’ presentation for helping students to enhance their speaking skill. Theoretical framework of this study can be illustrated in figure 2:

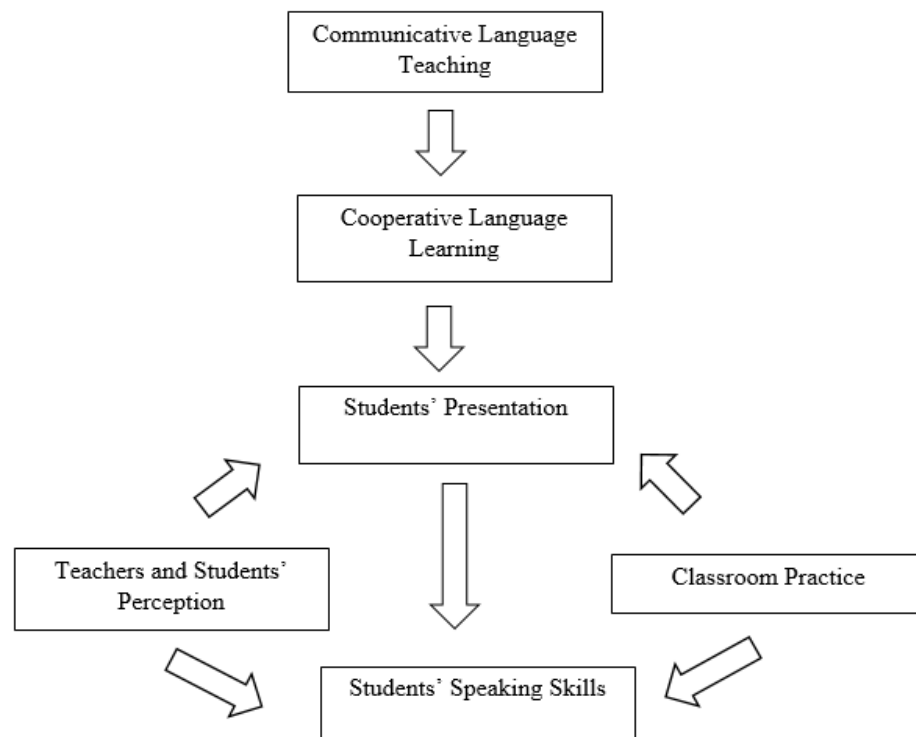


Figure 2

Theoretical Framework of the Study

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter is about the conclusions and suggestions of this study based on the findings and discussions. The conclusions cover eight sections in Chapter IV. The suggestions are provided theoretically, practically, and pedagogically.

#### 5.1 Conclusions

From the research findings and discussions, the researcher concludes that 100 % of English lecturers of UIN Walisongo Semarang as participants have positive perceptions towards students' presentation in helping their students to enhance their speaking skills. They stated that they believed that students' presentation brings some benefits to their students such as it motivates them to drill themselves to speak before conducting the presentation, and practice to construct real communication when they conduct presentation.

Meanwhile, English department students of UIN Walisongo Semarang have different perceptions towards students' presentation in enhancing their speaking skills. 60% of students as participants stated that they believed that students' presentation can help them in enhancing their speaking skills. They stated that students' presentation encouraged them to practice to speak more. However, 40% of students as participants stated that they are not sure that students' presentation can help them to enhance their speaking skills. They argued that some students just conducted monologue or read the slides when they conduct presentation.

Furthermore, there are three main stages of classroom practices of students' presentation. Those are the presentation itself, question and answer session, and the last is getting feedback from the lecturers. In the stages of students' presentation, English lecturers and students have big roles. As a consoler, the lecturer should be a good communicator who link the speaker intention and the hearer interpretation trough using paraphrase, confirmation, and feedback. Furthermore, students are demanded to present the material, communicate with the audience related to the topic, and build natural communication in the discussion section.

Hence, students' presentation brings benefits for students in helping them to enhance their speaking skills. Students are motivated and encouraged to practice for speaking. They have to prepare themselves to understand the material and make the audience understand what they are saying in the presentation. While conducting the presentation, they are demanded to communicate with the audience in delivering the material and in discussing the topic. After the presentations, they get the feedback from the lecturer that could help them to enhance their speaking skills.

## **5.2 Suggestion**

The suggestion given in this study include theoretical suggestion, practical suggestion, and pedagogical suggestion.

Theoretically, English language education students should have enough competence knowledge on the language learning methodology, especially

students' presentation as a technique to teach English. This will lead them to conduct presentation well.

Practically, in the implementation of students' presentation, English lecturers should give motivation to the students to improve their speaking skills through conducting the presentation. Students are not only asked to deliver the material, but also they have to develop their English skills, especially speaking skills.

Pedagogically, both the English lecturers and students should have a clear guideline and objectives in conducting students' presentation. This can help them for achieving the goal of the learning processes.

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