

Students' Perception of Oral Presentation Method for Their Speaking Ability

By :

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Introduction

Background of The Study

- **The Importance of Speaking:**

- Speaking is key in communication, both academically and professionally.
- According to Ur (1999), speaking is the most important among the four skills.
- Many students perform well in reading/writing but struggle in speaking (Burns, 2012).
- Presentations can build:
 - a. Confidence
 - b. Fluency
 - c. Pronunciation and grammar use

Introduction

Background of The Study

- **The Problem :**

- a. Many students feel nervous and shy during speaking activities.
- b. Fear of making pronunciation mistakes.
- c. Low participation and limited classroom speaking opportunities.

- **Oral Presentation as a Solution :**

- a. Encourages active participation.
- b. Helps improve pronunciation, grammar, vocabulary, and fluency.
- c. Builds self-confidence and motivation.
- d. Creates real communication experiences.

Introduction

Background of The Study

- **Students' Perception Matters**

- a. Success of oral presentations depends on students' perceptions.
- b. Perception includes by Theory Schiffman and Kanuk's :
 - **Cognitive:** Knowledge and beliefs
 - **Affective:** Feelings and attitudes
 - **Conative:** Intentions and behavior

Research Gap

Previous Research

Authors	Purpose	Method	Key Findings
Sakkir et al. (2022)	To explore benefits of oral presentations in online speaking classes	Quantitative (24 students, SMAN 4 Sidrap)	Improved comprehension, motivation, focus, and teamwork skills
Normansyah (2019)	To examine students' perceptions of oral presentations	Qualitative (3 EFL students, Yogyakarta)	Enhanced confidence, public speaking, material mastery, and academic skills
Riadil (2020)	To analyze the role of oral presentations in EFL speaking ability	Qualitative (25 English majors, Tidar University)	Improved grammar, vocabulary, communication strategies, and fluency

Novelty

This study offers a new approach to understanding students' perceptions of oral presentations by applying Schiffman and Kanuk's three-dimensional perception theory (cognitive, affective, and conative). It is also unique in its setting a bilingual Islamic junior high school providing insight into how students in such environments perceive and respond to oral presentations. Furthermore, this research explores in detail the students' preparation strategies and language choices, highlighting both intrinsic and extrinsic motivations. Unlike previous studies that focused only on the general benefits of oral presentations, this study provides a more comprehensive understanding of how students think, feel, and act toward the oral presentation method in English learning. Specifically, this study sheds light on how oral presentations contribute to the development of students' English speaking skills.

Research Questions

The research questions in this study is :

1. What are the students' perceptions toward the oral presentation for speaking skill?

Methods

- **Research Methodology**

- **Approach:** Descriptive qualitative
- **Purpose:** To deeply understand students' perceptions of oral presentations.
- **Reference:** Hancock's framework (qualitative approach to explore meaning and experience).

- **Participants**

- **Location:** MTs Bilingual Muslimat NU Pucang, Sidoarjo
- **Participants:** 4 eighth-grade students
- **Criteria:**
 - English proficiency (based on teacher's semester tests)
 - Active classroom participation

Methods

- **Data Collection**

- **Technique:** Semi-structured interviews
- **Based on:** Schiffman & Kanuk's theory (cognitive, affective, conative)
- Questions validated by an English teacher

- **Data Analysis**

- Based on Miles & Huberman model (via Sugiyono):
 - **Data Reduction**
 - **Data Display**
 - **Verification/Conclusion Drawing**

Findings and Discussion

- This study analyzed students' perceptions of the oral presentation method based on Schiffman and Kanuk's theory, which categorized them into three components:

1. Cognitive

- **Interview Question:** *“Did oral presentations help you learn to speak English?”*
- All students stated that oral presentations greatly helped improve their speaking skills, especially in constructing sentences, enriching vocabulary, and enhancing pronunciation.
- **Sample student statements:**
 - **AZ** said: “This oral presentation method really helped me...”
 - **AH** said: “Now I could construct sentences correctly...”
 - **FM** said: “I not only practiced speaking more fluently...”
 - **SI** said: “I felt that I had learned many new words...”

Findings and Discussion

2. Affective

Interview Question: *“What are your thoughts on the implementation of presentations in the speaking class?”*

- Initially, students felt nervous, awkward, and afraid of making mistakes, but as they got used to presenting, they became more confident and felt proud of being able to speak smoothly.
- A supportive classroom environment and teacher feedback also helped them emotionally.
- Student quotes:
 - **FM** stated: “Although I felt awkward and afraid... I felt proud.”
 - **AH** stated: “...the teacher’s feedback helped me.”
 - **AZ** said: “Our English skills had improved...”

Findings and Discussion

3. Conative Component

- **Interview Questions:**

1. *“What preparations did you make before a speaking presentation?”*
2. *“Which language did you prefer to use during class presentations, English or Indonesian? Why?”*

- **Preparation before presentation:**

- **AZ** said he studied the material thoroughly and aimed to deliver it engagingly.
- **SI** practiced repeatedly, both alone and with peers, to achieve fluency.
- **AH** memorized vocabulary and practiced grammar and pronunciation.
- **FM** anticipated potential audience questions and prepared answers in advance.
- These actions reflected strong intentions and behaviors to perform well, indicating high levels of motivation and preparation.

Findings and Discussion

- **Language preference during presentations:**
All students preferred using English over Indonesian during class presentations.
- **AZ** said, “Of course English. It felt more challenging and made us look smarter.” He also noted the potential for extra credit from the teacher.
- **AH** said he preferred English because he liked it and found it challenging.
- **FM** explained it helped build speaking skills and confidence.
- **SI** wanted to develop the habit of speaking directly in English to avoid mental translation.
- These behaviors illustrated students’ motivation and readiness to act, fulfilling the conative component of attitude in Schiffman and Kanuk’s theory intentions and efforts to apply knowledge and overcome challenges in learning.

Findings and Discussion

- Cognitively, students understood that presentations improved various aspects of language such as grammar, vocabulary, pronunciation, and idea organization. This was supported by Nguyen (2023).
- Affectively, presentations boosted students' self-confidence, although some still felt anxious. This aligned with Lar & Maulina (2021).
- Conatively, most students showed strong motivation to continue practicing and improving. This was consistent with findings by Lar & Maulina and Saritwa et al., who emphasized the importance of teacher support and feedback.

Conclusion

- **Key Findings:**
 - **Cognitive:** Oral presentations improved students' vocabulary, sentence structure, and pronunciation.
 - **Affective:** Initial anxiety turned into confidence and enjoyment through repeated practice.
 - **Conative:** Students showed strong motivation, prepared actively, and preferred using English.
- **Main Contribution:**
 - Provided in-depth understanding of students' perceptions through the three-dimensional attitude framework (cognitive, affective, conative).
- **Recommendations:**
 - Involve more diverse participants.
 - Use quantitative or mixed-methods in future studies.
 - Explore the impact of teacher support and peer feedback.

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