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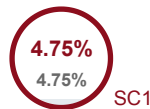
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Students' Perception of Oral Presentation Method for Their Speaking Skills

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Page | 1 2 | Page Page | 3 Abstract. This study aims to explore students' perceptions of the oral presentation method in improving their English-speaking skills, focusing on three components of perception: cognitive, affective, and conative, based on Schiffman and Kanuk's theory. The research was conducted at MTs Bilingual Muslimat NU Pucang, a private Islamic junior high school in Sidoarjo, using a descriptive qualitative approach. Four eighth-grade students were selected as participants based on their English proficiency and active participation in class. **Data were collected through semi-structured interviews and** analyzed using data reduction, data display, and verification techniques. The findings indicate that **students perceive oral presentations as** a beneficial tool to enhance their speaking skills. Cognitively, students reported improvements in vocabulary, sentence construction, and pronunciation. Affectively, although students initially felt nervous, they gradually developed confidence and a positive attitude toward speaking in English. Conatively, students showed strong motivation and effort in preparing for presentations, including practicing pronunciation, mastering the material, and choosing to speak in English despite the challenges. The study concludes that oral presentations significantly contribute to students' cognitive development, emotional growth, and behavioral engagement in learning English.
Keywords - Oral Presentation Method, Speaking Skills, Students' Perception, Junior High School Students

Abstract. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa terhadap metode presentasi lisan dalam meningkatkan kemampuan berbicara bahasa Inggris mereka, dengan fokus pada tiga komponen persepsi: kognitif, afektif, dan konatif, berdasarkan teori Schiffman dan Kanuk. Penelitian dilakukan di MTs Bilingual Muslimat NU Pucang, SMP swasta Islam di Sidoarjo, dengan menggunakan pendekatan kualitatif deskriptif. Empat siswa kelas delapan dipilih sebagai peserta berdasarkan kemahiran bahasa Inggris dan partisipasi aktif mereka di kelas. Data dikumpulkan melalui wawancara semi terstruktur dan dianalisis menggunakan teknik reduksi data, tampilan data, dan verifikasi. Temuan menunjukkan bahwa siswa menganggap presentasi lisan sebagai alat yang bermanfaat untuk meningkatkan keterampilan berbicara mereka. Secara kognitif, siswa melaporkan peningkatan dalam kosakata, konstruksi kalimat, dan pengucapan. Secara afektif, meskipun siswa awalnya merasa gugup, mereka secara bertahap mengembangkan kepercayaan diri dan sikap positif terhadap berbicara dalam bahasa Inggris. Secara konatif, siswa menunjukkan motivasi dan upaya yang kuat dalam mempersiapkan presentasi, termasuk berlatih pengucapan, menguasai materi, dan memilih untuk berbicara dalam bahasa Inggris meskipun ada tantangan. Studi ini menyimpulkan bahwa presentasi lisan secara signifikan berkontribusi pada perkembangan kognitif, pertumbuhan emosional, dan keterlibatan perilaku siswa dalam belajar bahasa Inggris. Namun, penelitian ini dibatasi oleh ukuran dan ruang lingkup sampelnya yang kecil. Penelitian lebih lanjut direkomendasikan untuk melibatkan populasi siswa yang lebih besar dan lebih beragam dan untuk mengadopsi pendekatan metode campuran untuk generalisasi yang lebih luas.
Keywords - Metode Presentasi Lisan, Keterampilan Berbicara, Persepsi Siswa, Siswa Sekolah Menengah Pertama

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I. INTRODUCTION

English speaking proficiency is recognized as one of the most essential abilities in the era of globalization. This skill not only facilitates effective communication but also expands opportunities in academic and professional domains [1]. However, speaking English as a foreign language is a

challenging skill to teach and learn because learners must master several interrelated aspects, including vocabulary, correct pronunciation, and grammar knowledge [2]. Learners must also think about organizing ideas, selecting appropriate words, and listening to the interlocutor's responses. Consequently, speaking is often regarded as the most difficult skill for language learners to master. According to Ur stated that among **the** four main **skills, listening, speaking, reading, and writing,** speaking is considered the **most important.** A person who can speak a language is often referred to as a speaker of the language, as if speaking encompasses all other aspects of mastering the target language [3]. Burns highlights that even students who perform well in reading and writing frequently face barriers in speaking English. These challenges often stem from a lack of pronunciation mastery, reluctance to speak in front of peers, and low confidence in communicating [4]. Students often feel shy or hesitant, particularly when asked to convey ideas or facts in front of others. The fear of making mistakes or embarrassing themselves further limits their speaking ability [5]. Loan identified that student participation in speaking activities in the classroom tends to be low [6]. One factor that may influence this phenomenon is the limited opportunities for students to speak actively during lessons. Some students exhibit nervousness when asked to speak, express ideas, or participate in discussions. Additionally, pronunciation errors have been identified as a factor that affects student's reluctance to speak. The fear of making mistakes in pronunciation appears to lead students to choose silence over attempting to speak, which, in turn, reduces their verbal interaction in the classroom [7].

Therefore, competent teachers are required in the teaching of foreign languages, particularly English. In Indonesia, English is considered a foreign language, which means that to teach it effectively to students, teachers must possess a good command of the language [8]. Language skills include four main aspects: listening, reading, speaking, and writing. Among these, speaking is regarded as the most important skill, as it serves as a tool for communication, enabling an individual to interact effectively [9]. Besides, according to Ugli, speaking requires proficiency in grammar, pronunciation, and the use of appropriate sentence structures to ensure that the message is understood by the listener [10]. Unfortunately, despite the importance of speaking in language learning, this skill is often underutilized in language teaching practices. As a result, teachers must find ways to train students to utilize speaking skills more effectively in various contexts.

According to Nurhadi, oral presentations are an effective method for enhancing students' speaking skills in English language learning [10]. Classroom presentations are an essential activity in language education, where students are given the opportunity to present their work either individually or in groups [11]. **In the context of teaching English as a foreign language,** particularly for speaking skills, presentations encourage students to actively engage in the learning process. However, not all students are fluent in speaking English. Therefore, teacher's classrooms can utilize this activity as a means to build and develop students' speaking abilities. Through presentation, students can experience improvement in motivation, and self-confidence, as well as fluency and accuracy in speaking [12]. By integrating oral presentations into the learning process, students are provided with the opportunity to use their second language in a more natural communication context [13]. This activity requires students to actively engage with various aspects of the language. Typically, oral presentations are conducted when the teacher asks students to explain a topic in front of the class. Additionally, Mardanigrum et al. claim that oral presentation can enhance students speaking skills in English classrooms as they provide students with the opportunity to listen to their peers' presentations and learn the English structures used in those presentations [14]. They argue that oral presentations are one of the activities that allow students to interact with their classmates, which in turn can increase students' motivation to learn English. Saritwa et.al dispute that students must first understand the material for their delivery to be clear and easily understood by the audience [15]. In relation to the students' practice, King explains that asking students to deliver oral presentations in front of the class is one of the student-centered activities that has been widely incorporated into teachers' lesson plans to enhance students' speaking skills [16]. Tabassum suggests that the implementation of presentations in learning offers two main advantages. First, this method can enhance classroom interaction dynamics, and second, it facilitates students' easier comprehension of learning materials [17].

Although oral presentations are acknowledged to have many benefits, their success highly depends on how students perceive and experience them. This is where the concept of perception becomes relevant to understand. Perception is an individual's process of interpreting and making sense of their surroundings using their senses, such as sight, hearing, and touch [18]. Carmen et al. add that the formation of this perception is influenced by personal experience, interests, and the individual's own characteristics [19]. According to Schiffman and Kanuk, perception is categorized into three main types: **the cognitive component, the affective component, and the conative component. The cognitive component** refers to a person's knowledge and perceptions acquired through experience with an attitude object and information from various sources. This knowledge and perception generally take the form of beliefs, meaning a person believes that an attitude object has specific attributes and behaviors leading to certain outcomes. The cognitive component also includes a person's convictions about what is valid or true regarding the attitude object. Once these beliefs are formed, they become the basis for a person to expect something from that object. The affective component describes a person's feelings and emotions towards an object. These feelings are an overall evaluation of the attitude object, expressing a person's judgment of whether something is good or bad, "liked" or "disliked." This component concerns a person's emotional and subjective issues regarding the attitude object and is generally equated with the feelings held toward a particular object. The conative component describes a person's tendency to take certain actions related to the attitude object [20].

There have been several previous studies on students' perceptions of using oral presentations, both in schools and universities. One study conducted by Sakkir et al. aimed to determine **the benefits of presentation activities in online speaking classes.** This quantitative research involved 24 11th-grade students at SMAN 4 Sidrap as participants. Data collection was done using a five-point Likert scale questionnaire to measure student perceptions. The results showed that students reported this presentation method made the learning material easier to understand, with 20 students strongly agreeing and 4 others agreeing with this benefit. In addition, this activity proved effective in increasing their learning motivation; 18 students strongly agreed and 6 students agreed that they became more motivated. Another benefit was the ability to focus better during learning, which was acknowledged by 19 **students who strongly agreed and** 5 students **who agreed.** Furthermore, this activity also successfully improved social skills, particularly collaboration, with 22 students strongly agreeing and 2 students agreeing that their ability to work in a team improved [21]. A subsequent study by Indra Normansyah examined the perceptions of three English Language Education students in Yogyakarta regarding the benefits of oral presentations. Using a qualitative method with in-depth interviews, this research found that students understood the purpose of oral presentations, such as training independence and increasing self-confidence. The main results showed that students felt many advantages from oral presentations, including improved public speaking skills, better mastery of material, and enhanced communication, presentation, writing, and reading skills. In conclusion, students had a positive view and realized that oral presentations provided many benefits for their academic and personal development [22]. Another study was conducted by Riadil at Tidar University with 25 English majors, revealing that oral presentations play an important role in developing their speaking ability in English as a Foreign Language classes. This qualitative research used questionnaires to explore students' views and experiences in depth. The results showed that students widely recognized the significant benefits of oral presentation activities. The majority of them felt that this task effectively helped improve grammar mastery and enrich vocabulary. More than that, oral presentations also broadened their horizons on more subtle aspects of communication, such as the use of intonation, how to respond appropriately to an audience, and how to start and end a conversation coherently. Students felt helped in learning strategies to overcome communication barriers, which are key to becoming more effective speakers [23].

Although previous research has discussed students' perceptions of oral presentations to improve speaking skills, this study is important because it will

examine these perceptions more deeply. This research will not only look at the benefits of oral presentations for practicing speaking skills and self-confidence but will specifically analyze them through three perceptual frameworks: cognitive, affective, and conative. This approach will provide a more complete understanding of how students think, feel, and act regarding the oral presentation method.

Based on an initial investigation conducted at a private junior high school in Sidoarjo, it was found that the school implements a bilingual program. This was reinforced through informal discussions with an English teacher at the school. The purpose of this program is to accustom students to actively communicate in English to develop their language proficiency. Nevertheless, the results of initial observations in one class showed a contrasting picture. Some students already demonstrated fluency in English when giving presentations. On the other hand, many students still faced difficulties speaking. Some students even code-switched to Indonesian when they struggled to find vocabulary. Based on observations, their main obstacles stemmed from two factors: lack of confidence and limited vocabulary mastery. As a result, many students are still unable to speak English fluently during classroom presentations. Based on the background above, this study aims to determine students' perceptions of the English oral presentation method implemented in a private Islamic junior high school in Sidoarjo. Therefore, the research question can be formulated as follows:

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

II. METHODS

1. Research Methodology

2. This research employs a descriptive qualitative approach to investigate and deeply understand students' perceptions of the implementation of oral presentations in the classroom. A qualitative research design was chosen because its primary focus is to explore the meanings, understandings, and experiences of students as participants, as suggested by Hancock [24], where this approach is used to explore the meaning, understanding, and experiences of participants. Descriptive research aims to describe and analyze events or processes as they are, without manipulating existing conditions.

3.

4. Subject and Participants

5. This research was conducted at a private Islamic junior high school in Sidoarjo, namely MTs Bilingual Muslimat NU Pucang. A total of four eighth-grade students were selected as participants in this study. The selection of interview participants was carried out before the researchers observed the implementation of the oral presentation method in the classroom. At this stage, the researchers requested recommendations from the English teacher to determine which students would be interviewed. The selected students were those scheduled to be interviewed after the teacher had implemented the oral presentation method. The criteria used as the basis for participant selection were as follows:

1. English Proficiency Level: Students' English proficiency was measured through a series of comprehensive tests conducted by the English teacher at the end of each semester. Based on an interview with the teacher, the tests covered the four main language skills: listening, reading, writing, and speaking. The teacher explained that the questions for the reading and listening sections were designed according to the students' proficiency levels. Students categorized as basic, intermediate, expert, or advanced received questions with appropriate levels of difficulty. For the writing section, students were asked to write an essay on a predetermined topic, typically one full page with a minimum of 20 lines. In the speaking section, students were informed of the topic several days in advance to allow adequate preparation. The teacher also noted that the text or speaking duration would be adjusted according to the students' levels. The higher the level, the more complex the speaking tasks assigned. This process, as the teacher emphasized, was useful for grouping students more accurately and fairly based on their English proficiency levels.

2. Active Participation: The level of students' active participation during English language learning activities in the classroom.

Data Collection

Data collection methods are essential for obtaining information relevant to the focus of the study. In this research, the researchers employed a semi-structured interview technique. One of the strengths of this method is its flexibility, allowing the interviewer to ask questions without following a fixed sequence. Prior to conducting the interviews, the researchers developed a set of key questions based on the three components of perception by Schiffman and Kanuk: cognitive, affective, and conative. These questions were then validated by an English teacher of Grade 8-4 at MTs Bilingual NU Sidoarjo to ensure their relevance and clarity. The interview questions included:

1. Cognitive component:

"Did oral presentations help you learn to speak English?"

2. Affective component:

"What are your thoughts on the implementation of presentations in the speaking class?"

3. Conative component:

1. "What preparations do you make before a speaking presentation?"

2. "Which language do you prefer to use during class presentations, English or Indonesian? Why?"

Following validation, the researchers proceeded with conducting semi-structured interviews individually with the selected participants. The primary aim was to explore students' perceptions regarding the use of oral presentation techniques in English language learning. The interview schedule was arranged based on mutual agreement between the researchers and each participant. At the beginning of the session, students were asked for their consent to participate as respondents. The interviews were conducted face-to-face and recorded with prior permission from the participants. A total of four students participated in the interview process, with each session lasting approximately 5 to 10 minutes. This personal and face-to-face approach was chosen to enable the researchers to gather more detailed and in-depth information from each participant.

Data Analysis

The data analysis employed by the researcher was based on Schiffman and Kanuk's theory [20] of perception components, which consists of three elements: cognitive, affective, and conative components. Miles and Huberman [25] as cited in Sugiyono [26] outlined several activities undertaken in data analysis:

1. Data Reduction: The researchers organized the information gathered from the interview results. By focusing on essential elements relevant to the research subject, the collected data were selected to identify key points.

2. Data Display: Following data reduction, the researcher proceeded to the data presentation stage. At this point, the researcher compiled the necessary information to facilitate concluding by creating an easily understandable structure. To aid the researcher's understanding of the phenomenon being studied, the data were then transformed into a narrative or story format. It is important to note that students' statements, initially provided in Indonesian from the interview results, were translated into English for the purpose of this data presentation.

3. Verification: The final step in the data analysis process was verification. During this stage, the researchers completed the process of refining the

collected information into convincing statements that served as the resolution to the research problem.

III. FINDINGS AND DISCUSSION

1.

2. 1. Student Perceptions of Oral Presentation Methods

3. This study analyzes the perceptions of eighth-grade students at a private Islamic junior high school. Based on Shiffman and Kanuks' theory, the findings from interviews with these students are categorized into three components: cognitive, affective, and conative. The results of the interviews with four participants are discussed below:

4.

5.

1. Cognitive

1. Question: In your opinion, do oral presentation help you learn to speak English?

2. In the first interview question, researchers asked the participants, "Did oral presentations help you learn to speak English?" Based on the interview results with four students, all participants stated that oral presentations greatly helped them improve their English-speaking skills, particularly in the cognitive aspect, which included thinking processes, understanding, and using the language actively. According to Schiffman and Kanuk's theory, the cognitive aspect referred to how individuals acquired, processed, and used information. In the context of language learning, this included understanding sentence structures, mastering vocabulary, and being able to apply them in real communication contexts. Oral presentations served as a beneficial medium to stimulate this cognitive process because students were directly faced with real situations in which they had to convey information orally using the English language. Student AZ stated that oral presentations were very helpful in training the ability to form sentences and improve vocabulary mastery. AZ mentioned, "This oral presentation method really helped me. I could practice constructing sentences, mastering new vocabulary, and improving my pronunciation." AZ also added that when finding it difficult to convey an idea, it became a sign that vocabulary needed to be enriched: "If I found it hard to express a point, that was an indicator that I needed to expand my vocabulary."

3. Student AH expressed a similar view. AH emphasized that presentations helped in constructing better sentences and choosing the right vocabulary. AH said, "Now I can construct sentences correctly, select appropriate vocabulary, and enhance my speaking style." AH also revealed actively looking up the correct pronunciation of words from various sources, including teachers, friends, and online dictionaries, as part of efforts to enrich cognitive competence. Student FM stated that the presentation activity enabled more fluent speech and structured idea delivery. FM said, "I not only practiced speaking more fluently but also learned how to structure and convey ideas clearly in English." FM also linked this activity to improved understanding of what the teacher and friends said in English. This showed that engaging in presentations encouraged faster and more accurate comprehension of spoken English, which was part of the cognitive process according to Schiffman and Kanuk. Student SI also emphasized the importance of actively using vocabulary in speaking. SI stated, "I felt that I had learned many new words, became more accustomed to practicing pronunciation, and could think quickly to form sentences when speaking." SI added, "We couldn't memorize all the vocabulary at once, so one way to remember it was by using it in speaking, like during these presentations." In general, all student responses showed that oral presentations provided a learning space that encouraged the use of English actively, critical thinking in organizing ideas, vocabulary expansion, and contextual understanding of language structure. This process aligned with Schiffman and Kanuk's that learning involving active information processing would lead to stronger understanding and had a direct impact on learning performance [20].

4.

2. Affective

1. Question : What are you thoughts on the implementation of presentation in the speaking class?

2. Based on the interview findings, students' affective responses to classroom presentations were diverse and reflected a dynamic learning process. These emotional reactions included negative feelings such as nervousness, awkwardness, and fear of making mistakes, typically experienced by students who lacked confidence or had low interest in learning English. However, despite these initial emotional barriers, most students reported that presenting in class had brought positive changes to their feelings and attitudes toward speaking in English. As FM expressed, "Although I felt awkward and afraid of making mistakes at first, this activity helped me build my confidence and ability to speak in front of many people. When I managed to deliver the presentation fluently, even though there were still some shortcomings, I felt proud." This statement indicated a shift from negative emotions to a sense of confidence and pride, illustrating how affective development took place through exposure to presentation experiences. This aligns with Schiffman and Kanuk's theory, which explains that the affective component of attitude includes emotions, moods, and feelings toward an object or experience. In this context, oral presentations as part of the learning process triggered emotional evaluations that were initially negative but gradually became positive as students experienced personal improvement and achievement.

3. Student AH also acknowledged feelings of nervousness but emphasized that the supportive classroom atmosphere and constructive teacher feedback helped with emotional adjustment. As AH said, "I still often feel nervous... but the supportive classroom atmosphere and teacher's feedback helped me. I learned that mistakes are part of the process." This highlighted the role of the learning environment in shaping emotional responses. Similarly, student SI mentioned that presentations felt challenging, as few students genuinely enjoyed learning English, indicating that personal interest and motivation influenced their attitudes. In contrast, AZ emphasized the benefits of classroom presentations, noting improvements in both language skills and peer understanding. AZ stated, "Our English skills had improved through these presentation activities." This reflected how positive experiences could lead to more favorable emotional evaluations of the task. In conclusion, the findings demonstrated that affective aspects significantly influenced students' preparedness and success in speaking English through oral presentations. Negative feelings such as fear or anxiety were natural initial responses but could evolve into confidence, motivation, and a sense of accomplishment with continued practice, encouragement, and reflective learning. As Schiffman and Kanuk noted, changes in emotional responses contribute to more positive attitudes, which in turn encourage more active participation in learning, especially in speaking-related tasks. Therefore, oral presentations served not only as a platform for language practice but also as a catalyst for emotional growth and positive learning attitudes.

3. Conative

Questions: What preparations do you make before a speaking presentation?

1. When asked, "What preparations do you make before a speaking presentation?", the students provided responses that demonstrated how they engaged in deliberate and planned actions to prepare themselves. Student AZ explained that prior to the presentation, he studied and mastered the material thoroughly. His objective was to avoid vocabulary errors and to ensure that his delivery would not sound monotonous or boring. The statement, "Before a presentation, of course, I study the material first, and I also have to master it... so that when I deliver the material, I'm not too monotonous with

the language I usually use," indicates that student AZ aimed not only to memorize the material but also to convey it in an engaging and varied manner. Student SI emphasized the importance of repetitive speaking practice. After summarizing the material, he practiced speaking independently and also sought assistance from peers to achieve fluency. The statement, "I repeat it over and over until I'm fluent. That way, when I perform, my tongue isn't stiff and I've already memorized the flow," reflects Student SI belief that repeated practice enhances fluency and confidence while reducing speech stiffness during presentations.

2. Student AH reported that in addition to understanding and memorizing the material, he also memorized relevant vocabulary and practiced grammar and pronunciation. The statement, "I also memorize the vocabulary, and practice the grammar and pronunciation," implies that AH recognized the importance of technical language proficiency in supporting smooth speech delivery. Student FM employed a different approach by focusing on preparing for potential questions from the audience. FM stated, "I always try to find out what questions are likely to be asked by my friends. So, when they ask, I already know the answer and can respond immediately." This suggests that FM not only prepared the material to be presented but also anticipated interactive discussions that might occur during or after the presentation. Overall, these responses indicate that the students possessed strong intentions to prepare thoroughly before their presentations. They engaged in various preparatory behaviors, such as studying the material, practicing speaking, refining their language skills, and anticipating possible questions. This finding demonstrates that students are not merely task-oriented but are also committed to improving their speaking abilities. According to Schiffman and Kanuk, the conative component of attitude includes behaviors and intentions to act. In this study, the students' efforts such as studying, practicing, memorizing, and preparing for questions are examples of this component. Their actions reflected a strong desire to do well and a willingness to put in the effort, which is essential for improving speaking skills.

3.

4. Questions : Which language do you prefer to use during class presentations, English or Indonesian? Why?

5. The conative response represented an important aspect of a person's attitude that reflected their intention, motivation, and tendency to act when facing a particular activity. In the context of English learning, especially in oral presentation practices, students' conative responses became a key indicator of how motivated and prepared they were to use English as an active communication tool in an academic setting. Based on the results of the interviews with several students, an interesting fact emerged: all respondents preferred to use English rather than Indonesian during presentations. This preference was not merely a habit, but a strong statement of their motivation to improve their foreign language skills as well as their mental readiness to face the challenges of producing spoken language in a second language.

6. One clear example was stated by student AZ, who said:

7. "Of course English, Kak. In my opinion, if we use Indonesian for presentations, it's too ordinary everyone can do that. But if we use English, it feels more challenging and makes us look smarter. I enjoy the challenge, and usually the teacher gives extra points if we dare to try. So, this is my way of showing extra effort."

8. This statement contained two dimensions of motivation underlying the student's conative behavior: intrinsic and extrinsic motivation. The intrinsic motivation appeared in the student's enjoyment of the challenge involved in using English driven by a desire to grow and step outside their comfort zone. Meanwhile, the extrinsic motivation was shown through the expectation of receiving appreciation or higher grades from the teacher, which served as an external reinforcement encouraging courage and consistency in practice. According to the attitude theory by Schiffman and Kanuk, attitude consisted of three main components: cognitive (knowledge and beliefs), affective (feelings and emotions), and conative (intentions and behaviors). The conative component specifically described a person's tendency or readiness to act based on the knowledge and feelings they held. In this case, students' conative component was clearly shown through their active decision to use English in presentations as a real form of intention and motivation in language learning. Another student, AH, also reinforced this idea:

9. "I preferred speaking English because it was more challenging, and basically, I liked English."

10. FM added a more specific aspect related to learning objectives and psychological impact:

11. "I preferred speaking English because it helped me practice my speaking ability and build my self-confidence." Meanwhile, SI gave a more strategic perspective related to the habit of thinking directly in English, which directly affected their fluency and reduced dependency on mental translation:

12. "My preference was English because I wanted to get used to speaking without translating in my head, even though sometimes I still needed a short pause to find the words." SI perspective indicated that the conative component involved not only intention or motivation but also strategic efforts to support effective speaking skill development. It showed that the students were ready to practice and overcome obstacles in the language learning process. Schiffman and Kanuk emphasized that the conative component plays a crucial role in shaping consistent and effective learning behavior [20]. A positive attitude toward an activity such as using English encourages students to strive and act in alignment with their learning goals. Strong motivation and clear intentions lead to behaviors that support language acquisition. Moreover, positive experiences during the learning process, along with appreciation from teachers, function as external reinforcements that strengthen this conative component. These reinforcements enhance students' readiness and willingness to actively use English, which in turn reinforces their learning attitudes and contributes to improved learning outcomes.

13. The results of the study indicate that oral presentations are perceived positively by students as a helpful tool in improving their English-speaking skills. From a cognitive perspective, students demonstrated a solid understanding of the benefits of oral presentations in enhancing speaking abilities. They recognized that presentations help train multiple aspects of language simultaneously, such as pronunciation, grammar, vocabulary, and the ability to organize ideas logically. This finding aligns with Nguyen, who state that oral presentations are highly effective in developing students' speaking and pronunciation skills [27]. Furthermore, students acknowledged the importance of feedback in the learning process. Teacher input regarding mistakes made during presentations was considered very helpful in improving their speaking abilities. This is supported by the findings of Masruria et.al, who assert that feedback helps students focus on areas that need improvement and positively contributes to their skill development [28].

14. From an affective perspective, most students showed a positive and enthusiastic attitude toward the presentation activity. They reported feeling more confident after several opportunities to present, even though they initially felt nervous. Presentations served as a medium for self-expression, building courage, and fostering a sense of accomplishment after successfully speaking in front of an audience. This supports Lar and Maulina's assertion that students' self-confidence can be nurtured through active and reflective learning processes in the classroom [29]. However, not all students shared the same attitude. Some expressed feelings of fear or discomfort when speaking English, primarily due to limited grammar and vocabulary mastery. This finding is in line with Hasanah, who found that students who struggle to understand the material tend to be passive in speaking classes [30].

15. From the conative perspective, the majority of students exhibited strong motivation and intent to continue improving their speaking abilities. They acknowledged that the more frequently they practiced through presentations, the more their abilities improved. Presentations not only fostered courage but also challenged them to think and speak in English, which is not their native language. This finding corresponds with Lar and Maulina, who argue that students who practice speaking frequently will become more fluent and confident speakers [29]. Nevertheless, some students still lacked interest in English lessons, which led to a lack of motivation in participating in presentations. Therefore, learning strategies that encourage active engagement for all students are necessary. Turada emphasizes that efforts to increase students' interest in learning English must be intensified so that students feel

challenged and motivated [31]. In addition to internal motivation, teacher support is also a significant driving factor in shaping students' positive attitudes and behaviors toward presentation activities. Saritwa et al. highlight the importance of the teacher's role in providing constructive feedback and incentives that boost students' learning enthusiasm [15].

2. iv. conclusion

This study aimed to explore students' perceptions of the oral presentation method and its impact on their English-speaking skills by analyzing three components of perception: cognitive, affective, and conative, based on Schiffman and Kanuk's theory. The findings reveal that students generally perceive oral presentations positively. Cognitively, they see presentations as effective for improving vocabulary, sentence structure, and pronunciation. Affectively, while students initially experience anxiety, repeated practice leads to increased self-confidence and enjoyment. Conatively, students demonstrate strong motivation and active preparation strategies, such as rehearsing, seeking feedback, and even preferring to present in English despite the challenges. The main contribution of this research lies in its comprehensive approach to understanding students' perceptions using a three-dimensional attitude framework. Unlike prior studies that often focused only on the benefits or challenges of oral presentation, this study provides a deeper insight into how students think, feel, and behave in response to presentation activities. It contributes to pedagogical knowledge by highlighting the importance of aligning speaking activities with students' emotional and behavioral readiness, not just their language competence. For future research, it is recommended to expand the number of participants and involve students from various grade levels or schools to gain broader perspectives. Quantitative methods or mixed-method approaches could also be applied to measure the effectiveness of oral presentations in improving measurable speaking proficiency. Additionally, further studies could explore the role of teacher scaffolding and peer feedback in supporting students emotionally and cognitively during oral presentation tasks.

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4. References

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