

STUDENTS PERCEPTION OF THE USE SPEAKING PRESENTATION METHOD TOWARD THEIR SPEAKING ABILITY

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Abstract

This study presents an investigation of students' perception of the use speaking presentation method toward their speaking ability. This study aims to find out: how students' perceive the use of speaking presentation method at Madrasah Aliyah Al- Ma'arif Singosari. The design of this study is qualitative research. The participants in this study were third grade at Madrasah Aliyah Al- Ma'arif Singosari. This study used semi structured interview to collect the data. The researcher used purposive sampling to choose three students who are good in presentation in the class. This research results show that students' perception of learning speaking presentation in class have positive response. The three participants expressed their joy enthusiasm, excitement and challenge with the speaking presentation task. Through speaking presentation task, students can demonstrate English language skills, improve English language skill and practice self-confidence. Even though they have made a mistake during presentation, they get feedback and correction from the teacher. And from this feedback the students realized that they still needed to improve their speaking skill.

Keywords: speaking presentation, speaking ability, perception

INTRODUCTION

English is a global language that plays a significant role in interactions with other countries. In Indonesia, English has been taught at every educational level as the first foreign language, claims Ramelan (1994). As a result, English is taught in classrooms from elementary through high school. Some schools, particularly senior high schools, make English a required subject. According to the decision of the minister of education and culture, the present curriculum is Phase A for grade 1 and 2 of elementary school, phase B for grade 3 and 4 of elementary school, phase C for grade 5 and 6 of elementary school, phase D for grade 7, 8 and 9 of junior high school, phase E for grade 10 senior high school and phase F for grade 11 and 12 senior high school. Each phase has own learning objective. Student employ spoken, written and text material in English to communicate according to the context, purpose and audience which is one of learning objective in phase F. The primary sources in learning English at this period include a variety of text, including tales, descriptions, expositions, methods, arguments, discussions, and real texts. (English curriculum for SMA in 2022). As a result, students should become fluent in all aspects of speaking English.

Speaking is the process of establishing verbal and nonverbal communication with the goal of understanding linguistic meaning. Knowing how to enunciate sounds, having a large enough

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vocabulary, and learning structural or grammatical elements are all indicators of speaking ability. One of the most efficient ways to improve pupils' speaking abilities is via presentations. One method of teaching and learning is making a presentation to a group of people in which one person demonstrates, describes, or explains something. According to Zaine (2015), presentations provide students a chance to speak in front of an audience; they force them to talk more loudly and to clarify the slides to the viewers. These opportunities for practice have a significant impact on pupils' ability to speak English successfully. The instructor provides them with the freedom to use the language freely, make mistakes, and grow from those mistakes. Thus, it may be said that presentations give students several speaking chances.

According to Moskowitz and Orgel in Walgito (2002), perception is a process that an individual integrates into themselves in order to absorb the stimuli. It implies that we have various attitudes, feelings, and opinions about anything when our five senses are stimulated. Based on background, the researcher tries to focus on perception. The research was conducted in twelfth grade of Madrasah Aliyah Al- Maarif Singosari. Since the student is the primary focus of the presentation, it is necessary to understand their perspective. In addition, there were problems of English oral presentation that student should be handled. The problems include: students did not understand the materials, they did not have good grammatical, they did not remember the material well, they were less confidence, they did not manage the time really well and they could not connect their friend as an audience. The problem faced by students were important for them to find their difficulties about vocabulary, pronunciation, body language, grammatical and audience interest.

There are previous studies that relate to this research. First, entitled "Does Oral Presentation Affect the Development of the Students' Ability to Speak in EFL Classroom?" This study was done by Rigadil (2020). This study focusses on the impact of oral presentation toward speaking ability based on the students' point of view in EFL classroom for higher education. The purpose of this study were to investigate the impact of oral presentation to the development of the students' ability to speak English. The participants are students in the English Department of Tidar University. The study used qualitative research. The study found that oral presentation can develop students' ability in speaking.

The last study entitled "Lecturers and Students' Perception and Practices of Students' Presentation to Enhance Their Speaking Skill". This study was done by Saritwa et al. (2018) this study was conducted in UIN Walisongo Semarang. The subject of this study consist of four English lectures and seventy students of English department. This study used qualitative research and the instrument of this study were observation, interview and open questionnaire. The study found that English lecturers of UIN Walisongo Semarang have good perception towards students' presentation in helping their students to enhance their speaking skills.

The research problem in this study is:

How are students' perception of the use of speaking presentation method at Madrasah Aliyah Al- Ma'arif Singosari?

METHODOLOGY

Research Design

In this study, the investigator used qualitative research and used semi-structured interviews as a data collection technique. The data analysis the researcher used the theory from Schiffman and Kanuk (2018) regarding the perception components that consist of three components: cognitive component, affective component and connective component.

Subject of The Study

The subjects of this study were third grade students at Madrasah Aliyah Al- Ma'arif Singosari. There are fifth classes at third grade of Madrasah Aliyah Al-Ma'arif Singosari (XII MIPA 1& 2, XII IPS 1& 2, and XII Bahasa), each class consist of 29-34 students and the researcher chooses three students from XII MIPA 1, XII MIPA II AND XII IBB who are representative in their group presentation.

Research Instrument

The data for this study was gathered through semi-structured interviews. In an interview, two individuals meet to exchange information and ideas through questions and answers, which leads to dialogue and joint meaning building about a certain issue, according to Esterberg (2002). It denotes that an interview is conducted face-to-face or otherwise more personally in order to get more details.

Semi-structured interviews were employed by the researcher. Semi-structured interviews, according to Aryet al. (2002), provide for more latitude in following leads and allow for question improvement. It implies that the researcher may be more creative in their questions and tailor them to the precise data they wished to obtain. The researcher conducted interviews with a few students to learn more about the experiences of the participants. The interview modified from Hanani thesis (2007) and consisted of ten interview questions. The instrument used was in Indonesian and then the researcher translated the interview questions into English. The researcher only interviewed three of the students, not all of them.

Three students were chosen for the study using purposive sampling. Prior to the interview, the researcher asked the teacher for recommendations of students who made strong presentations in class. Three participants and the researcher had a face to face interview. The interview was administrated individually within 5-8 minutes and was conducted at Madrasah Aliyah Al-Ma'arif Singosari.

Data Collection

Data collection method is a way to get data. The researcher used semi-structured interviews as a data collection technique. Ashari et.al. (2023) stated that one of advantages of this interview is that researchers or interviewers do not need to provide questions sequentially. Before the interview session was conducted, the researcher arranged the main problem that will be the main question for the participants. The list of questions that have been compiled was given to the teacher who teach English subject in the third grade in Madrasah Aliyah Al-Ma'arif Singosari to validated the instruments. Before beginning the research, the researcher sought consent from the instructor and pupils to participate as respondents. She then conducted semi-structured interviews with each participant. The researcher is interested in learning how students perceive the effectiveness of the oral presenting technique utilized in class. The researcher and participants then came to an agreement on the interview schedule. The participant interviews were the next step in the process, which was done by the researcher, the questions were deepened to obtain more information. At the initial stage of the interview session, participants were first asked whether they would like to be interviewed in Indonesian or in English. Interviews were conducted face-to-face and the interview process was recorded with the permission given by the participants.

Data analysis

In this study, the researcher analyzed the data using qualitative descriptive analysis techniques. Analyzing data using qualitative descriptive techniques on primary data collected from research instruments. Each answer from the interviews was analyzed one by one for further

elaboration. The data analysis the researcher used the theory from Schiffman and Kanuk (2018) regarding the perception components that consist of three components: cognitive component, affective component and connective component. Miles and Huberman in Sugiyono (2017:246) suggest several activities during data analysis, namely data reduction, data presentation, and verification. They are as follows:

1) Data Reduction

The researcher organized the information she had gleaned from interview findings and report notes during the reduction step. By concentrating on crucial elements relevant to the study subject, the data that has been obtained was chosen to identify the key points.

2) Data Display

The researcher next moved on to the presentation of the data stage after finishing the reduction step. The researcher gathered the necessary information in this stage, making it simpler to make conclusions by making the structure understandable. To make it simpler for the researcher to grasp the phenomena that occur, the researcher then transformed the data into a story. The data from the interviews were in the form of participant statements which were originally in Indonesian and then translated into English.

1) Verification

The final step in the data analysis process was verification. At this point, the researcher completed the process of distilling the information gathered into a concise and compelling statement that served as the resolution to the research problems.

FINDING AND DISCUSSIONS

Finding

In this investigation, Research findings are categorized into three based on perception components. According to Schiffman and Kanuk (in Sumarwan, 2018) namely cognitive, affective, and conative components. The result from the interview with three participants were discussed below:

4.1.1 Conative Perception

Before conducting the interview, the respondents were asked whether students had ever received presentation assignment in English in the class. Some students have presented in English in the class and some even admit that they often make presentations in English. Based on the data obtained from interviews with the participants, the followings are obtained from the perspective of the conative component.

4.1.1.1 Preparation before Speaking Presentation

For the preparation that students do before conducting speaking presentation, the first is to prepare and study the material that will be presented until they feel that they have understood and mastered the material as mentioned below:

"Before carrying out the presentation, of course we learn about the material, and we also have to master the material. So that at the time of presentation we don't make a lot of English vocabulary mistakes as well as being corrected so that when delivering material we are not monotonous with languages we are used to" (Student QM)

Preparing oneself and the material before making English presentation is very important thing that students realize so they don't make too many mistakes in delivering presentation material. Even students try to improve the use of vocabulary in presentations on the grounds that presentations are not monotonous. However, there are some students who prefer to memorize the material they have prepared in the form of English text as described in the following sentence:

"Understanding the material if we want to memorize the contents of the material is also better. Memorize vocabulary and practice grammar and pronunciation" (Student NI)

In addition, students practice pronunciation and arrange English sentences according to proper grammar guidelines to be used in the presentation so the listener or audience does not misunderstand the material being presented. On the other hand, there are participants who prepare presentations in different ways as follows:

"Looking for questions that might be asked during the presentation, so that when presenting these questions, we already know the answers." (Student MS)

Students have even predicted the questions that will be asked by the audience and have prepared answers to these questions. This was done by the students so they could more easily answer the audience's questions.

4.1.2 Affective Perception

Based on the data obtained from the interviews with the participants, the following are the perception from the point of view of the affective component.

4.1.2.1 Students Feeling

The interviewer asked about how the students felt when they received presentation assignment using English in class. The respondents admitted that they were happy with the presentation using English as stated by the respondents as follows:

"Of course I'm happy, because I can show my ability in the field of English" (Student QM)

Students reported they were happy because they could show their English speaking skills. On the other hand, there are indeed many students who like English lessons so by this assignment they feel excited. However, there were students who stated that they felt challenged by the task. The statement is detailed below:

"I feel happy, because challenging myself" (Student MS)

It can be seen that students are very interested and challenged to learn English, especially practicing speaking English by the speaking presentation task.

4.1.2.2 Presentation in English or Indonesian?

The data from the interviews showed the students' responses to the English speaking presentation. It was known that students had enthusiasm for the lesson. This was revealed because basically English is a subject that students are interested in, the participant narrated as follows:

"I prefer to speak English because it is more challenging, and basically I like English" (Student QM)

In addition, students feel challenged to study harder and improve their English speaking skills in front of the audience. Moreover, students think that applying speaking presentations in English subjects can show students' English language skills as mentioned below:

"I prefer those who speak English because it can train my speaking ability and train my confidence" (Student NI)

In addition, students also think that by implementing speaking presentations in class they can train their confidence to speak English in front of the audience. By the speaking presentation in class, the students automatically practice speaking English.

4.1.3 Cognitive Perception

Based on the data obtained from interviews with the participants, the following are obtained from the perspective of the cognitive component.

4.1.3.1 Students' Perceptions of the Benefits of Speaking Presentation

As for some students reported that implementing speaking presentation has many benefits. When students give presentations in English, it is usually natural that there are still many mistakes they make, from mistakes in constructing sentences according to correct grammar or inaccuracies in pronunciation. Of the several mistakes made by students, the teacher usually provides feedback on things that are still lacking in student presentations. The respondent narrated as follow:

"In our opinion it is very useful, because the teacher can justify what is lacking in our presentation. So, I can learn better" (Student QM)

From the feedback given by the teacher, students can take lessons to improve things that are still lacking in English presentations. The feedback from the teacher is also very helpful for students to improve their English speaking skills. Another benefit of speaking presentation was reported by one participant as follows:

"Very useful because with English presentations you can train your speaking skills and train your mentality too" (Student MS)

They can train students to develop confidence in speaking English and delivering presentations in front of many people even it can improve their speaking ability.

4.1.3.2 Students' Perceptions of Speaking Presentation Ability

As for students' perceptions of their abilities in speaking presentations, it was reported that they still needed to improve their vocabulary, practice their pronunciation, and learn grammar as stated by one participant as follows:

"There needs to be a lot of improvement in terms of grammar and pronunciation. Because if grammar is rarely practiced it will allow errors in interpretation to occur so it will cause misunderstandings for the audience in understanding the material presented." (Student MS)

They are worried that if they have not mastered one of these three things, it is possible for errors to occur in the interpretation, causing misunderstandings by the audience in understanding the material presented by the presenters.

4.1.3.3 The Impact of Speaking Presentation on Students' English Speaking Ability

From the results of interview with participants, the impact of the speaking presentation on the students' ability to speak English fluently was as follows:

"Because speaking in English is easier and more comfortable to convey and indeed because I like English, that's why I like to speak English" (Student QM)

By speaking presentation students find it easier and more comfortable speaking in English. In addition, from these familiar activities, students are more interested in English. Furthermore, because students practice speaking English more often through speaking presentation activities, they feel that their ability to speak English is better as the following sentence:

"Because the more we practice speaking, the more fluent our speaking skills will be" (Student MS)

From the feedback given by the teacher regarding mistakes made by students during presentations, students can learn from this so the speaking presentations have an impact on fluency in speaking English. The participant claimed as follow:

"Presentation in English can train our speech starting from vocabulary, grammar and pronunciation because when I make a mistake, the teacher always corrects me. And also train our confidence in speaking English in front of many people" (Student NI)

By frequently implementing speaking presentation, the more often students practice their speaking skills. In addition, speaking presentations train the ability of all aspects, including vocabulary, pronunciation, and grammar.

4.1.3.4 Students' Motivation to Carry Out Speaking Presentation

Students reported that their motivation in carrying out presentations in English was due to academic demands that required students to use English for presentations. However, gradually students become accustomed to these rules so it changes students' perceptions that the use of presentations in English is not something that is forced, but a way to familiarize and train students to speak English since high school. For students who have not yet mastered English, the speaking presentation is seen as a way to challenge themselves to improve their mastery of English, as said by the participant below:

"The first is indeed as an academic requirement and the second as an opportunity to practice my speaking ability and also to help friends such as understanding them about the material through our presentations and in terms of English we can be an example for our friends how to pronounce English correctly." (Student NI)

Another motivation for students to carry out speaking presentations is to help friends understand the material, besides that with presentations students can give examples to each other about how to pronounce English words correctly.

4.1.3.5 Student Responses to the Implementation of Presentations in English

Students' responses to the implementation of presentations in English were reported that it could be done well with a sign that students could understand each other's material delivered by other students. This meant that students could properly present material using English at the high school level. The participant claimed as follow:

"The ability to speak English in my class is good, that can be seen when we can understand their delivery of material, they can also understand the material we convey" (Student NI)

However, other respondents did not experience the same thing. The participant argued that there are still many things that students need to improve and pay attention to in constructing sentences so as not to misunderstand the audience. What is regretted by the respondents is there is still lack of students who have an interest in learning English, as reported by participant below:

"The point is, English is easy but not everyone has an interest in English. So, there are still many who have difficulties in pronouncing and speaking. If the class is still lacking, because there are still few enthusiasts, there is still a lot that needs to be improved." (Student QM)

There are still many students who are less interested in learning English especially for speaking presentations. Students who lack interest still has difficulties in speaking English, especially in pronouncing words correctly. Students and teachers can understand students who are still wrong in the preparation of grammar and pronunciation of words in English.

4.1.3.6 Student Suggestions on The Progress of The Speaking Presentation Implementation

Students convey some suggestions for the progress of speaking in the speaking presentation learning process by expressing opinions as follows:

"Try to talk to your friends using English, for example when discussing school assignments, writing captions on social media using English" (Student MS)

Respondents gave their opinion so the students get used to using English in their daily activities, especially at school. It is suggested that in learning speaking presentation all students can

actively participate in discussions so the speaking presentation process becomes effective in training students' English skills.

Other respondents also gave the opinion that the teacher has important role in building students' interest in English, by attracting students' interest through fun learning methods as mentioned below:

"Teachers must be able to increase students' interest in English lessons such as games often made during lessons or story telling because these activities also help train students' speaking" (Student NI)

That way the speaking presentations implemented by the teacher can be carried out by the students with pleasure so the learning atmosphere for speaking presentations can run well. By implementing fun learning, students think that this can help train students to speak English. Therefore, teachers are advised to be able to attract students' enthusiasm by implementing interesting learning.

On the other hand, students also agreed with the suggestions above, but for other reasons, as stated by the respondent as follows:

"I think teachers should increase interest in English for students, especially school students. Because, in higher education or if students are interested in studying abroad, they must be able to speak English. Moreover, English has become an international language" (Student QM)

By practice in the speaking presentation class, they think that because English really needs to be learned, considering that apart from English as subject at school, English is global language. Students are aware of the importance of English, some students dream of continuing their education abroad, of course English is one of the bridges.

Discussion

4.2.1 Preparation before Speaking Presentation

Before making presentation, students first prepare themselves by preparing and studying the text of the material to be presented. According to Saritwa et al. (2018), before to giving their presentations in front of the class, students should strive to study and understand the content they will be discussing, take notes, synthesize it, and outline it. Students make sure that the material will be delivered in English can be understood by the audience. This agrees with Ashari et.al (2023) anxiety comes from emotional factors that arise for several reasons such as lack of knowledge, poor preparation and fear of making mistake.

English presentations cover many aspects so it is not enough just to prepare material, but you also need to prepare things related to speaking English skills. According to Ashari et.al (2023) furthermore, when student speak in front of the class. They try to practice they self in front of the mirror before speaking English in clas . Astuti and Rohim (2018) argue that practice is an activity to rehearse all the points you are preparing. Practicing skills related to presentations starting from practicing English pronunciation, arranging sentences correctly according to grammar guidelines so that the material presented can be understood by the audience.

Predicting things that will happen during a presentation is like predicting the questions that will be asked by the audience. Abdulloh (2017) stated that good preparation will determine the success of the presentation. So that way the presentation is expected to run smoothly without spending a lot of time and only using the allotted time. Of course, exploring material from various sources is also carried out by the presenter as preparation so that they are ready for discussions with the audience. According to Lar and Maulina (2021), the students will study their topic prior to giving a live presentation so they are prepared to speak in front of the class and debate the issue at hand.

4.2.2 Students' Feeling

Doing assignments related to speaking presentations at the high school level has often been practiced in many schools. So how do high school students feel about receiving such an assignment? Students feel that with this assignment they can show their speaking skills in front of many people. Apart from that, the English subject is very popular with students, as we know that today's teenagers keep up with the times, especially the development of English. Hasanah (2017) argued that in the field of science, English is used for communication both orally, such as international seminars and conferences. However, because English in their school is used as a presentation assignment, students feel that it is a challenge for them.

Speaking English as a foreign language is not easy for middle and high school students. Hasanah (2017) in their study stated that speaking in a foreign language is not easy. There must be a challenge for each student to do the speaking presentation task. However, because they felt challenged by the task, they felt excited to practice speaking English.

4.2.3 Presentation in English

Indeed, not all students have an interest in English lessons, so with the speaking presentation students feel challenged to improve their English language skills. The practice of speaking presentations which is done more often automatically improves students' speaking English skills. Students that talk a much and practice speaking, according to Lar and Maulina (2021), will become fluent speakers. Speaking presentations using English can challenge themselves to convey their ideas in English which is not their native language. Students can practice their speaking abilities and practice themselves for the development of self-confidence through speaking presentations. That fit nicely with what Lar and Maulina (2021) said. Self-confidence is a personal attribute that can help in foreign language acquisition. To be able to speak in front of many people takes courage, and courage is obtained by practicing a lot and being used to speaking in front of many people. According to Lar and Maulina (2021), students' self-confidence may be increased via the teaching and learning process in speaking classes.

4.2.4 Students' Perceptions of the Benefits of Speaking Presentations

Making mistakes at the learning stage is normal and from mistakes, lessons can be learned to correct previous mistakes. However, in the practice of speaking presentations, of course, students still need to be guided by their teacher to provide directions regarding things that must be done or things that do not need to be done in presentations using English. Of course, pupils will make mistakes, but the instructor will show them the right path, according to Lar and Maulina (2021). In addition, feedback and motivation from teachers to students are very important so that students can improve their presentation skills and also support students learning English. In order to help students learn English, Saritwa et al. (2018) found that instructor feedback and incentive are crucial. In this situation, making presentations helps students hone their speaking abilities.

The benefit of frequently practicing speaking presentation is to shape the character of students to be more courageous in speaking in front of many people and to hone students' abilities. Mistakes that are often made by students during presentations can be used as valuable experiences and learning so that students can learn from previous mistakes. That fit nicely with what Lar and Maulina (2021) said. When students consistently practice their English and make errors, they can gain experience and boost their self-confidence.

4.2.5 Students' Perceptions of Speaking Presentation Ability

There are several things that need to be improved by students to be able to master speaking skills among several language components, namely vocabulary, grammar, and the correct

pronunciation of each word. Students need to practice at least the three language components to build their English speaking skills. According to Saritwa et al. (2018), students must develop their speaking abilities via practice prior to giving the presentation if they want the audience to understand what they are trying to say. Proper and clear pronunciation of words and correct sentences help listeners to understand what is conveyed during the presentation.

4.2.6 The Impact of Speaking Presentation on Students' English Speaking Ability

The impact of often practicing English through speaking presentations helps students improve their speaking English skills. As indicated by Saritwa et al., (2018) students' presentation brings benefits for students in helping them to enhance their speaking skills. As they feel the positive impact of being accustomed to carrying out speaking presentations, students can feel that their English speaking skills are practically improving.

Syafii Sugianto, and Cendriono (2019) in their study suggest that feedback helps learners to exercise and focus on particular errors which add additional value by their abilities. Feedback by the teacher on student mistakes during presentations can be used as a reference for learning. This finding reinforces the statement of Levis and Grant (2003) that oral presentation could help students to improve their speaking skills and pronunciation. The Speaking presentation includes several components of English, of course. Practicing speaking abilities through speaking presentations means practicing all components of the English language.

4.2.7 Students' Motivation to Carry Out Speaking Presentation

To be able to speak English should start from getting used to speaking English. Language does have to be practiced and accustomed to and build interest in getting used to speaking English. This is supported by Kustanti and Prihmayadi (2017) habitual pattern or culture that continues to be carried out will become a trait, from nature it will become a character. Getting rid of fear and building self-confidence are also important factors to start getting used to speaking English.

4.2.8 Student Responses to the Implementation of Presentations in English

The application of speaking presentations in the classroom certainly reaps various reactions from students. In line with Hasanah (2017) many things happen to students in speaking class, such as many students are active in tutoring in class because they do not understand what is learned, they do not have self-prepared, and lack grammar and vocabulary. There are students who really like English lessons and are interested in actively participating in speaking presentations, but there are also students who lack interest in English lessons so they don't care about their English skills. Turada (2021) argued that interesting in English is necessary to be increasing. Students who are usually less interested in English subjects mean that these students lack motivation to learn English. Such students need motivation to be more active and enthusiastic in learning English, especially in participating in speaking presentations.

4.2.9 Students' Suggestions on The Progress of The Speaking Presentation Implementation

To practice fluency in speaking English, students need to practice their language skills starting from practicing small things or getting used to using English in everyday life. Imaniah (2018) stated that students need a lot of opportunity to develop and practice communication skills. Therefore that way students will get used to or be more familiar with English words or sentences. Having a speaking presentation in class can help students get used to practicing speaking English.

Practicing speaking English does not have to always be in class, students can learn from each other with friends both at school and outside of school. In addition, by the technological advances in this era, students can easily learn from the internet or access applications related to learning English. As Kustanti and Prihmayadi (2017) said that learning English does not have to be

in absolute way or method. By continuing to practice English language skills, students can get used to it until they can master English.

To attract students to be interested in practicing English in class, the teacher has an important role to foster students' interest in English. This is a challenge for English teachers in the classroom. That was in line with Ashari et.al. (2023), who stated that teaching learning process and student learning outcomes are largely determined by the role and competence of the teacher. Teachers should support students in making improvements and overcoming challenges they encounter during the classroom learning process. how teachers may encourage pupils to speak English. According to Ningsih (2017), speaking in class may be highly entertaining if the proper activities are taught in the proper manner, boosting learning motivation and making English class interesting. As a result, the speaking presenting learning approach was used to encourage student interest in using English during presenter-audience interactions. This tactic is crucial in helping pupils become accustomed to conversing in English with one another. According to Lar and Maulina (2021), tea chers foster social and intellectual climates that encourage cooperative and collaborative learning.

Astuti and Rohim (2018) in their study stated that English is one of the basic elements that must be mastered in the era of globalization. In English presentation, students learn to speak English. It is very usefull because English is an international language which students have to learn and speak English if they go abroad. Also in line with Hasanah (2017) stated that Englih as an international language in the world gives impact to everyone if they complete and mastered English well.

CONCLUSION AND SUGGESTION

Conclusion

From the facts of this study, it can be concluded that students' perceptions of learning speaking presentations in class have positive response. The three participants expressed their joy, enthusiasm, excitement, and challenge with the speaking presentation task. Through speaking presentation assignments, students can demonstrate English language skills, improve English language skills and practice self-confidence. According Ashari et.al. (2023) stated that speaking anxiety has been negative for development speaking skill. Even though they sometimes make mistakes related to their speaking such as using sentences that are not grammatical or mispronounced, they get feedback and correction from the teacher. From this feedback, students realized that they still needed to improve their English speaking skills through frequent practice of speaking English, learning English by actively participating in discussions during speaking presentations.

This study useful for the following researchers on how to carry out some study in the same field with a different subject and circumstance.

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