



EnJourMe (English Journal of Merdeka) :

Culture, Language, and Teaching of English

Journal homepage: <http://jurnal.unmer.ac.id/index.php/enjourme/index>

## Students' Perception on EFL Speaking for English Teacher

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### ARTICLE INFO

Article history:

Reviewed 12 November 2019

Received 12 December 2019

Accepted 12 December 2019

Available online 31 December 2019

Keywords:

*English Presentation, Speaking, EFL*

DOI:

10.26905/enjourme.v4i2.3720

How to cite this article:

Rofi'i, A., & Nurhidayat, E. (2019).

Students' Perception on EFL Speaking for English

Teacher. *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English*, 4(2), 88 - 93.

doi:<https://doi.org/10.26905/enjourme.v4i2.3720>

### ABSTRACT

*This study aims to increase presentation skills in English and one of the communication tools to convey ideas and feelings to others. Through language, people can be interconnected, learn from each other, and improve their intellectual abilities. One of the abilities demanded by alumni of English Education Study Programs is the ability to communicate in English presentations. Based on the experience of researchers while teaching, there are still students who are unable to present in English Presentation. The research activity is done by teaching process in the classroom and it is happened on second-semester students of the English Education Study Program. The program is done by teaching and practicing them the speech, making presentation, speech delivery and being the moderator. This English presentation method is applied to students majoring in English and this research uses a descriptive qualitative method to describe in speaking by using English Presentation.*

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## 1. Introduction

English has a significant role in the world because English is an international language. By knowing and learning English, we can read scientific and technological books written in English so that we can get some information, knowledge, and events about world developments. Media of teaching has a very important role in effectively helping teachers to deliver materials to students. It is not the main tool that every teacher has to use when they teach, but it could be very useful to support the teaching-learning process between teachers and students. One of the significant elements that affect international communication

activities and students utilize different parts of English language skills for their proficiency and communication (Grabe, 2002). The technological device in language teaching is not now, as what Dudeney and Hockly said: “technology in language teaching is not now. Indeed technology has been around in language teaching for decades one might argue for centuries” (Dudeney & Hockly, 2008). Speaking is one way to convey information and also as a tool to convey messages from one person to another as a form of interaction between them. The success of communication can see from the understanding between the messenger and the recipient of the message. However, not everyone can communicate verbally in front of many people, especially by using English.

Speaking is one of the skills that need to study in order to have good communication with others. Speaking is considered a necessary skill because it is important in facilitating and masters the English language. In many contexts, speaking is often a skill upon which a person is valued based on its nominal value, which means that people may often judge our language competence from our speaking skills rather than other language skills. In speaking classes, learners hope to be able to express their ideas and convey them to others (McDounough & Shaw, 2012). For this reason, practice using language, especially English, is essential to improve his ability to speak. The success of verbal communication can see from the understanding between the listener and the speaker. Characteristics of successful speaking are as follows: (a) Learners talk more. As much as possible, e-learning time is used by learners to talk, (b) participation of learners, all get the same opportunity, and contribute fairly according to the portion of time, (c) Have high motivation. Learners always want to talk; it is because the topic is interesting, and there is something new to say, and (d) the level of acceptable language. Learners will express themselves in talking about things that are relevant to their age; it will be easy to understand the level of language accurately, the role in facilitating language learning guiding the procedures and classroom activities, and set the class as the setting for communication and communicative activities (Richards, 2014). Some language experts have tried to categorize the function of speech in human interaction. The function of speaking is classified into three, namely talking as interaction, talking as a transaction, and talking as performance. The following is an explanation of the function of speech: (a) Speak as an Interaction; (b) Speak as Transaction, type of talk or talk refers to situations where the focus is on what is said or done. The message is an important focus here and makes oneself understood clearly and accurately, not participants and how they interact socially with each other; (c) Speaking as a performance, this refers to the public or speaking, speaking in public that is, talking that sends information before the audience such as morning talks, public announcements, and speeches (Brown, 2000). In Indonesia, English is used as a foreign language because it is not a daily medium. Instead, it is used for international business and communication purposes. This failure stems from many factors as follows: (a) lack of qualified teachers; (b) lack of motivation in learning; (c) lack of standard textbooks; (d) lack of teaching material; (e) lack of standard curriculum. There are three factors of learner's anxiety in speaking English; linguistic factors related to grammar errors, psychological factors related to learner's fear of making mistakes, and unknown factors relating to the environment and unpredictable factors. Speaking is an output skill that is integrated into other skills such as listening and reading. It becomes one of the most important skills that is used by people in daily activities, speaking dominantly becomes the most used skill of English in daily life. As Thornbury stated: speaking is so much a part of daily life that we take it for granted (Thornbury, 2005). Therefore teachers must be able to treat learners as the following basic points to overcome the problem: (1) background knowledge and skills; especially in teaching, instructors must know the background knowledge and skills of their students to make it easier for lecturers and students to interact especially with the topics to discuss, (2) increasing self-confidence and motivation; learning English is not only studying written but also oral, and (3) national language solidarity, this is related to language that is not commonly used by certain environments and students must also know several strategies to engage the audience (question, examination, and assignment), respond to audience input and use non-verbal communication such as gaze, facial expressions, and movements (Cheung, 2008).

A presentation that an activity of speaking in front of a large audience (Brooks, 2014). However, at this time, presentations were also made in the learning process, both those made by teachers and students. The purpose of presentations in the learning process varies, for example, to provide information, to convince participants, deliver messages, and even to conduct assessments. Presentation Structure English ninety-nine percent or more of the preparations normally devoted to content, an hour of making and completing presentation materials, and whatever time is left if there is time left for training (Masoud Hashemi, 2011). However, how to practice literally can make or break presentations because they do not practice properly, or they never practice at all. Effective presentations are well organized; this eases the listener to follow; there are three parts of a typical presentation: beginning, middle, and end, or an introduction, body, and conclusion. During the first decade of the current millennium, there has to be an increasing number of discussions regarding how individuals communicate with each other in multicultural environments and the need to understand different cultures (Sukitkanaporn, 2014). From some of the theories of opinion, it can assume that presentations or other activities carried out in groups will greatly assist students in improving their ability to speak English without fear of mistakes made. Pedagogically, student presentations represent Canale and Swain's theory about communicative competence (Richards, 2014).

Based on the background of the problem, problem identification, and problem limitation that has risen, the formulation of the problems examined in this study is: (1) Can English Presentation improves the ability to speak English? (2) How to improve English speaking skills through English Presentation? Based on the problem to investigate, the objectives of this study are to (1) determine the use of English presentation in improving the students' abilities, (2) knowing the application of the English presentation method in speaking learning.

## **2. Method**

The purpose of this study is to determine the ability to speak English through English presentations can improve students' understanding of speaking skills, and find out students' opinions regarding the application of the English Presentation method in speaking courses. To achieve these objectives, the research method used in this study is descriptive qualitative. The research was carried out in the English Language Education Program. The research site was chosen at Universitas Majalengka, it is expected that the results of this study could make a real contribution to better learning activities. In this study, the subject of the research was the second-semester students in the English education study program. The instruments used in this study were observation, interview, and open questionnaire. In this case, open questions enable participants to write a free account in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response (Cohen, et.al 2002). The researcher analysed the data with the theoretical framework based on the theoretical studies chosen. The data in this study involves generating natural units of meaning, classifying, categorizing, and ordering the units of meaning, structuring narratives to describe the content, and interpreting the data (Cohen et.al, 2002). Therefore, after collecting the data, the researcher focused on the data by referring to the formulation of the research problem and displayed those data to help her understood the findings then explained them.

## **3. Results and discussion**

The findings presented the data obtained from the interview, questionnaire, and classroom observation. It described English language education students' perceptions towards students' presentation in helping them to enhance their speaking skills which were

gained from the open questionnaire. The findings gained from classroom observation presented the classroom practices of students' presentation in learning English at Universitas Majalengka.

### **3.1 *Students' Perception to Increase their Speaking English***

Students' presentation is good for students in increasing students' skill. They stated that students' presentation is encouraged them to speak in front of the audience, although they do mistakes related to their speaking English such as using ungrammatical sentences or mispronounce, they will get feedback and correction from their friends. A student has an opportunity to build their knowledge and skill and they have been given a chance to perform in front of the class and get the experiences they need for their effective development. They should able to transfer their knowledge through delivering the material and discussing it with their friends as a team or as the audience. Good teamwork in the students' presentation is motivating them and reduces their stress. It also helps them to acquire the target language through the use of interactive group activities.

It has a negative perception towards students' presentation in helping them to enhance their speaking skills because some presenters just read and they did not present the material. Thus, the audience does not understand clearly about the material. Sometimes, some presenter also does not construct a natural communication with the audience, so that the audience cannot achieve the intents of the presenters. Moreover, there was no positive interaction between the presenter and the audience. The audience just kept silent in the discussion section, only if there was a lecturer who controlled the students, which would be active to ask some questions. The feedback from the lecturers is very important to support the students for learning Speaking English, to developing students' speaking through the presentation. The presence of the lecturer was needed in helping the students when the students found some difficulties to speak or presenting the material. The lecturer also could be a consoler or effective communicator who linked the speaker's intention and the hearer's interpretation through using paraphrase, confirmation, and feedback (Richard & Rodger, 2014). It means the lecturer should guide and control the students in the implementation of students' presentations in enhancing students' speaking skills.

This activity refers to activities to motivate or activities to generate background knowledge of students about the topic being studied. This activity aims to make students ready to follow the topics to be studied, and besides, this activity can also be in the form of activities to link new topics to previous learning knowledge. The instructor/lecturer will use compelling learning media in order to help students generate the fundamental knowledge they have and their relation to the material to be studied.

In this core activity, the lecturer presents a new topic to be studied. This activity is called the presentation activity. The Presentation is done by using the media, along with examples that fit the context. Based on the knowledge given enlightenment lecturer at the stage of Presentation, the next activity is the activity or stage Practice or exercises. The training given is in the form of training to produce language production according to the topic being studied. Production training is realized through role-play activities, describing pictures, telling or retelling, question and answer, interviews, speeches, games, and other speaking activities. This activity focuses on follow-up activities for the provision of additional duty in the form of a favorable comment from friends and teachers to exercise the use of language in speech and others.

### **3.2 How to improve English speaking through English Presentation**

Students' presentation has given a contribution to make the activities involving students in the classroom through conducting students' presentation, the lecturer has built positive relationship among students. Students are required to develop their critical thinking and they empower their skills to achieve the goal of activities. A student represents a language means on interpersonal interaction. In classroom practices of students' presentation in learning English, English department students are obliged to interact using spoken language. In presenting the material, students prepared some media such as slides of PowerPoint and media in helping them delivering the material. They should interact with the audience and develop their interaction during the discussion section. Another advantage of students' presentation in the classroom practice is helping the students in developing their positive interdependence and individual accountability. The students are supposed to plan, monitor, and evaluate their own learning. They have roles such as recorders and information sharers. All of the students in the classroom are encouraged in the classroom activity and their participation in the classroom determines their achievement in their second language.

I often encounter difficulties that are confused when it would deliver the materials. Our students are required to be creative in teaching. However, humans have a limit of creativity, sometimes also bored with the material or the way it is delivered. Students are also hard to divide their time. However, what I find most often is the difficulty in creating a conducive learning atmosphere. For presentations, they usually give out material directly on the Presentation, and for example, there are materials about promoting and bargaining products, students will first explain how they run out, they directly present the material by promoting an item, which can also make a conversion of the material earlier. The researcher concludes the research with responses to the research questions, the implementation of teaching speaking through presentations in teaching speaking through presentations.

## **4. Conclusion and Suggestions**

The researcher concludes the research with responses to the research questions, the implementation of teaching speaking through presentations in teaching speaking. The conclusions are: 1) the presentation is interested to be implemented to deliver speeches. Students are more enthusiastic in learning to speak through presentations than other methods. 2) The use of presentations is more difficult than other methods of teaching speaking. It was shown by the instructor in the interview section that students are happier in teaching speaking through presentations. The researcher suggests for students' perception about learning of speaking skills and also its the strategy. Thus, the students can devise a good method to learning speaking skills.

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