SMART

THE IMPLEMENTATION OF ORAL PRESENTATION IN PROMOTING LEARNER AUTONOMY IN CLASS

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Abstract

In class of Phonetic phonology, students having confusion about a huge differences of each symbol and its phoneme between Indonesia and English. Only by giving them a lecturer in each meeting would not satisfy their needs. As it simply cannot keep up with it, learners have to be able to process and investigate their curiosity on their own autonomously. Oral presentation is believed as one of implementations to promote learner autonomy in University environment. 32 students in the class divided into 10 groups presented several topics about phonetic and phonology. The data were collected through observation, interview, and questionaire. Then, they were analyzed using the steps in case study research method. The finding shows that oral presentation had given them "freedom"to discover and autonomy to do their own learning. They also given good response relating of what they had learnt dan investigated during teaching learning in Phonetic and Phonology Class.

Keywords: *Phonetic phonology, Oral Presentation, Learner Autonomy, Case Study*

1. INTRODUCTION

Phonetic Phonology is regarded as the continouity subject after students learnt about Pronunciation Practice. Based on what it is stated in STKIP Muhammadiyah Pringsewu's academic guide book, the aims of phonetic and phonology course are the students are able to describe the organs of speech and their mechanism to produce the speech sounds, to clarify the distinctive features of the speech sounds, to describe the role of phonology in language learning, to describe phonological rules in English. Most of the materials in phonetic phonology have been discussed in pronunciation practice class. The distinctive point is they have to learn deeply about phonetic features and its

phonemes. It is well known that for Indonesian people, in Indonesian language there is almost "same" rule of using phonetic features and its phoneme, for example:

The word   [PERGI]

The phonetic feature /per.gi/

The spelling   /p//e/r//g//i/

Indonesian people would not confused to read the words based on its phonetic because the rule is the same or in other words there is 'synchronization' between sound, spelling, and symbol.

Different from English, for the same meaning of the word "pergi" in Indonesian language

The word   [GO]

The phonetic feature / 'gō/

The spelling   /ˈjē/ /ˈō/

As it can be seen, the symbol is not the same with the sound, and the sound is not same with the spelling. In other words, Indonesian language has corespondence between the graphemes (the letters of the alphabet) and the sounds actually pronounced and perceived. Several studies have been conducted related to the case. An earlier study conducted by Alimemaj (2014) entitled *English Phonological Problems Encountered by Albanian Learners*, revealed that this phenomenon also evident in the learning of pronunciation of English as a foreign language (EFL) by the Albanian speaking learner. Phonological differences between foreign languages and English include differences in articulation, rhythm, and intonation. With respect to articulation, we determine which vowels and consonants do not exist in the first language and which ones are simply pronounced differently. Examining the vowels of English and Standard Albanian, we learn that English lacks the Albanian vowel phoneme [y] as in the Albanian word "ylli" Both as a learner and a teacher-researcher of EFL, I have had practical experience of and the opportunity to observe the difficulties that the Albanian speaking learner usually faces in learning English pronunciation. English is a non-phonetic language since there exists no one-to-one correspondence between the graphemes (the letters of the alphabet) and the sounds actually pronounced and perceived. Albanian is a phonetic language so the Albanian speaking EFL learners, especially the elementary ones try so hard to learn by heart the pronunciations of the words by looking at their spellings, so that sometimes they learn mispronunciations of many of them. for example: in the words "knee", "know" they pronounce even the first phoneme [k] which should not be pronounced; they say [know]

instead of [now]. From the phonetic and phonological standpoint, the Albanian speaking EFL learners usually face difficulties in, firstly, 'speech production' encompassing which articulator(s) to use how to pronounce which speech sound and how to pattern speech sounds to convey meaning and, secondly, in 'speech perception' including how to receive which speech sound(s) to perceive meaning. The difficulties certainly have seriously negative impact on their acquiring the speaking and listening skills of EFL for Albanian and also Indonesian.

Corelated to what is stated above, phonetic phonology course can not be only lecturing, the students should find and investigate their way to comprehend this. They have to be given a right to learn by their perspective by their own or it can be called as learner autonomy. Sinclair & Lamb (2000) suggest 13 aspects of learner autonomy, some of the aspects are:

1. Autonomy involves a willingness on the part of the learner to take responsibility for their own learning.

2. Autonomy is not simply a matter of placing learners in situations where they have to be independent

3. The promotion of autonomy has a political as well as psychological dimension

Those aspects cannot be simply ignored when utilized the learner autonomy in classroom. It means in implementing the learner autonomy, teacher should involves and invites students the willingness to take their responsibilities, facilitate students, guides and motivates the students until they have willingness and motivation to do their own learning.

There are many kinds of teaching methodology that can be used to promote learner autonomy. As stated in Robinson et al (2001), involving project-based learning and task-based learning can promote learner autonomy. According to Robinson (1991), task-based work is enjoyable and actively engages the students. Willis (1996) states that oral presentation, which is a talk on a topic to a group of people. In an oral presentation, one or more students present or explain a topic based on their readings to a group of people. The group then joins in a discussion of the topic. At college, a lecturer may assign students to give an oral presentation on a particular topic so the students can learn about something new and then teach the new topic to their classmates. So everyone learns. Oral presentations allow students the opportunity to teach one another instead of learning from the lecturer. Giving an oral presentation may involve (a) reading

background material, (b) preparing and delivering a talk, (c) preparing handouts and visual aid, (d) preparing relevant and thought provoking questions, (e) leading a group discussion, and (f) submitting a written assignment based on the presentation topic.

Based on those theories, it can be concuded that phonetic phonology is the subject that need students extra attention and awareness because there are phonological differences between Indonesian and English include differences in articulation, rhythm, and intonation. English is also a non-phonetic language since there exists no one-to-one correspondence between the graphemes (the letters of the alphabet) and the sounds actually pronounced and perceived. The awareness can be created if there is learner autonomy, the autonomy to students to learn in their way. Oral presentation who invloved students to take responsibility of their learning is believed as one of the solution. Afterwards, the oral presentation is a necessity to be implemented and investigated to cope with the objective in promoting learner autonomy.

2. RESEARCH METHOD

The research conducted in class of Phonetic and Phonology class of STKIP Muhammadiyah Pringsewu Lampung in the academic year of 2016-2017. Case study used as one of the qualitative research method types to see the phenomenon happened during the process of teaching and learning process by implementing oral presentation. The sources of data in this study were the documents, informants and the students. The documents are the lesson plan, the students' worksheet and the syllabus. Interview, classroom observation, and document were used to collect the data. In order to get the accuracy of the data, source triangulation and method triangulation were used. The data analysis in qualitative research involves three things namely the data reduction, the data presentation/display and the conclusion drawing/verification. In this study, the process of analyzing the data was aimed to describe the quality of the implementation of Oral Presentation in Phonetic and Phonology class and to describe of how it can be used to promote learner autonomy. The researcher analyzed the data collected in those three steps.

3. FINDING AND DISCUSSION

The finding of this part is gathered from the observation, interview and available document. Those components

are more detail described into three parts: (1) The document used in implementing Oral Presentation, (2) Iimplementation of Oral Presentation in Promoting Learner Autonomy, and (3) The difficulties on implementing Oral Presentation

The Document Used in Implementing Oral Presentation

Teaching and learning document used on implementing Oral Presentation includes: (1) syllabus, (2) lesson plans, (3) teaching evaluation and (4) Phonetic Phonology's materials.

Lecturer prepared the syllabus as the main document to determine the teaching goals, indicators, material, media, procedure, evaluation based on the basic competence and competence standard as the rules in curriculum of STKIP Muhammadiyah Pringsewu Lampung. As written in syllabus, lesson plan designed lecturer consists of components which includes teaching objectives, indicator, subject material, life aspects developed, learning method, learning activities, time allocation, learning source, teaching media, and assessment/teaching evaluation. In addition, as a formal document it signed by lecturer herself and approved by the chief of English Department.

After conducting learning and teaching process, teacher needs to conduct assessment. Based on the observation, teacher conducted assessment after the learning time by giving students task to answer question in written form. Comparing to the following proposed theory by Richards and Charles (1994: 124):

> "The Teacher gave a task in the last meeting. Closure refers to those concluding parts of a lesson, which serve to: (a) reinforce what has been learned in a lesson, (b) integrate and review the content of a lesson, and (c) prepare the students for further learning. Typically, the closure sequence of a lecture served to reinforce what has been presented with a review of key points covered in the lesson. This may include questioning by the Teacher D to determine how much the students have understood."

Implementation of Oral Presentation in Promoting Learner Autonomy

In teaching and learning process, students in group of three or for conducted oral presentation. The group took over the job as the lecturer to present the presentation oraly. It is as a part of promoting learner autonomy. Each member of the group read the textbooks and found the necessary details from other sources or via internet so that he/she could have a solid understanding of the topic. The group also prepared the power-point

slides to facilitate their oral presentation in the classroom. In the presentation, every member of the group had a turn to present or speak on his/her sub-topic. The lecturer gave 'freedom' to students to use any kind of instrument as long as make them comfortable in explaining the material, including using game, media, stationary, even wearing costume like a real lecturer in order to feel certainity about their role. Morevorer, the group of presentation had right to change the classroom management and method that they used. They implemented the theory stated by Brown (1994: 411):

> "Classroom management which encompasses an abundance of factors ranging from how you physically arrange the classroom to teaching styles to one of my favorite notions: classroom energy. By understanding what some of variables are in classroom management, you can take some important steps to sharpening your skills as a language teacher. The principles of classroom management centers on the physical environment for learning: the classroom itself, voice and body language, teaching circumstances, planned teaching, Teacher's role and style, and positive classroom climate."

The presentation limited in 30 minutes so each member of the group divided the material. The next section was question-answer session, the classmates asked about further details about materials or argued the materials. And the last, lecturer commented on the presentation in term of language and content. The lecturer might correct the misunderstanding or misinterpretation of concepts, give or add further details to help the students understand the topic. The lecturer not only commented on the material, but on the way of teaching learning process. Lecturer always reinforced students. The last, the grup gave the task to answer question in writen form and submitted at the end of meeting.

However, there is not a lot activity, but it actually involves all the language skills (Souillard & Kerr, 1987). In the preparation stage, the students should read to understand the material and write what they have understood on power-point slides. In the presentation stage, the students should speak intelligibly and logically so that the class could understand the topic. In the question-answer session, the students should listen and speak in response to questions. In terms of information processing (Cucchiarini & Jaspaert, 1995), the students should go beyond mere comprehension or reproduction (the copying and descriptive levels). They should be able to select information, establish the relationships between bits of information, designing a new structure to available information (the restructuring

level), and to compare information of two different sources, and to reflect on the possible use and relevance of the information (the evaluative level).

Those stages of implementation Oral Presentation created autonomy for learner to lead the teaching activity. They have right or freedom to create the classrooom management. Started form seat arrangament, based on the observation it can be found that 5 from 11 groups ordered the audicences to change the seat arrangement, they also asked the students to make seat arrangement in U shaped and O shaped. This has purpose to make students easy to interact with each other and also with the leacturer. This also changed the learning view, it implied on interview:

"From the seat arrangement, we can see the presentation clearly, it also improve our understanding about material" - Student A

"Different with the old seat arrangement, this seat arrangement makes us easy to watch slide show in LCD*"-Student C*

The majority of problems arising in the classroom because of the grup of presentation can not handle the class or can not manage the students. Many of them did not obey the rule and then to made their own conversation. 3 groups implemented punishment for the audiences who did not pay attention. They ordered the audiences to repeat what they had explained in front of the class. The rest group gave punishment by ordering the distruptive audiences to stand up during the presentation. Both punishment did not make audiences quiet, but made them more noisy. All of grup of presentation raising the voice in order to get the audience's attention, but ended with losing the voice in the middle of presentation. This implied on the interview:

"It is not easy to control them, Miss. They exactly behave like they are students and I am the teacher. However, it is good Miss. The bad thing is they behave like students in junor high school." -Student G as the presenter

"Rising voice made me loosing voice quickly, I felt so thirsty during teaching learning process"-Student J as the presenter

"Some of the students just want to mock the presenter by asking the same thing all over again."-Students V as the presenter

"I can keep my self to laugh during presentation because this is my first time doing presentation that more than only present. I feel like I look like a lecturer right now."-Student N as the presenter

"This experience wont let me sit down while explaining the material like what

happened in used presentation. This made me enjoy to stand up in front of the audiences on my own." Students S as the presenter

Based on the observation, the grup of presentation build the positive realtionship with the audiences. Although, some part in classroom management were a mess, but based on the observation and interview both presenter and audiences felt interest in knowing more about material.

"This kind of learning makes me so interested. It was like learning with pair but free of nervous and anxiety" Student B

"The material I thought it was so boring, but the ones who presented was our friends s I can not miss them" Student F

Those results of interview and observation match and support to the result of research conducted by Ismail etrus (2015) entitled College Students' Perceptions on the Use of Oral Presentation as a Teaching and Learning Technique in the Classroom. The data were collected mainly from the students' essays, written at the end of semester, on the advantages and disadvantages of using the technique in the classroom, it taken from 120 patrticipants. It mentioned the advantages of using oral presentation

related in promoting learner autonomy as follows:

Table 1 Advantages of Using Oral Presentation

	Advantages	N	%
1	The students become more independent in learning	101	84.17
2	The students become active in the teaching and learning process	97	80.83
3	It builds self confidence as the students learn how to explain the material in front of their classmates	95	79.17
4	The students can improve their speaking skill	96	80.00
5	By working in groups, the students can help each other to understand the material.	65	54.17
6	The students can understand the material through discussion in the question-answer session.	63	52.50
7	The students can share ideas in the question-answer session.	70	58.33
8	The students can learn how to present well and how to answer questions.	50	41.67

9	There is an interaction between lecturer and the students.	45	37.50

The Difficulties on Implementing Oral Presentation

Based on observation, the difficulties found out by leacturer and group of presentation in carrying out the teaching learning in class of Phonetic and Phonology. The dificulty as follows:

a. Group of Presentation's Difficulties

a) In doing a presentation, it was difficult to memorize all the materials.

"In delivering the materials, sometime I stopped then recalled the memory about the material. It is not easy to cover and remember about phonetic features." Student M

"It's my first time to do like this, I become a teacher in presentation. However, I felt nervous a lot so I forget the material that I memorized last night. Blank just like that."
Student A.

"Lecturer gave me explanation to make point in every material, but when I saw my friends' eyes all dissapear." Student D

b) The condition of audiences was unpredictable andle the distruptive audiences were not easy to be handled.

b. The Lecturer's Difficulties

a. Autonomy involves a willingness on the part of the learner to take responsibility for their own learning. However, the willingness did not emerge directly. Lecturer have to evoke students willinness by forcing students and warning them about their objective in taking English Education major in STKIP Muhammadiyah Pringsewu Lampung.

b. Autonomy is not simply a matter of placing learners in situations where they have to be independent. Placing them as the presenter and lecturer at the same time is not an easy job, it needs an extra effort in guiding them until they can do it.

c. The promotion of autonomy has a political as well as psychological dimension. It is not a matter of how well they understand the material, but more than how confidence they are in delivering the material. Raising the students' confidence is not a merely about ordering or asking but acompanying them and giving them advice and support.

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4. CONCLUSION

This research conducted to describe how the oral presentation can promote learner autonomy and to describe the quality of implementation of Oral Presentation in Phonetic and Phonology class. Based on the description of the finding and the discussion, Oral presentation can be used to promote college students' autonomy in learning. Oral presentation could make the students become more independent in learning and it could also build their selfconfidence. The implementation of oral presentation could be done if there are set of documentation (syllabus, lesson plan, teaching material, and evaluation) provided and group of presentation has desires to learn oral presentation theory and technique and then implemented it on delivering the material, teacher has to cope the problems arising as well as possible, presenter has to be able to manage the classroom contextually based on the situation facing of, teacher has to be able to make and maintain good interaction, communication and relationship with audiences.

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