

ENGAGING STUDENT-TEACHERS IN ENGLISH ORAL PRESENTATION: A TEACHER'S FEEDBACK

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Abstract

This case study reports on how teacher gives feedback on oral presentation in an EFL classroom. Observation sheet deployed feedback on oral presentation given by teacher in classroom. Data analysis discovered that the teacher concerned on giving comments in pronunciation, paraphrasing, and power point design. In addition, the analysis showed that students had good encouragement in doing oral presentation.

Keywords: *feedback, oral presentation, paraphrasing, powerpoint, pronunciation*

Sari

Penelitian studi kasus ini melaporkan bagaimana guru memberikan umpan balik pada presentasi lisan di kelas Bahasa Inggris sebagai Bahasa Asing. Lembar observasi menyebarkan umpan balik atas presentasi lisan yang diberikan oleh guru di kelas. Analisis data menemukan bahwa guru memfokuskan pada pemberian komentar dalam pengucapan, parafrase, dan desain powerpoint. Selain itu, hasil analisis menunjukkan bahwa siswa memiliki keberanian yang baik dalam melakukan presentasi lisan.

Kata kunci: *umpan balik, presentasi lisan, parafrase, powerpoint, pengucapan*

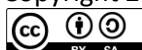
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Introduction

The ability to present orally is considered as one of the important competencies for higher educated professionals concerns, (Grež, 2009; Kerby & Romine, 2009; Ginkel, Gulikers, Biemans & Mulder, 2017). This is regarded as a surface performance to vie in the real world, (Smith & Sodano, 2011; Ginkel, Gulikers, Biemans & Mulder, 2015), to achieve a career success, (Chan 2011; Ginkel, Gulikers, Biemans & Mulder, 2015). It should be acquired by the time the students totally accomplish their studies (Dunbar, Brooks, & Miller 2006; Joint Quality Initiative 2004; Živković, 2014; Zamorano & Montanerob, 2017) so fostering students' oral presentation competence is said to be urgent in higher education (Smith and Sodano, 2011; Ginkel et al. 2015; Zamorano & Montanero 2017). In short, the increasing of oral presentation skills is an essential goal for higher education students because it becomes the main asset in many real world practices, (Grež, Valcke, & Roozen, 2014; Harman, 2010; Morton & Rosse, 2011; McDougalla & Holden, 2017).

However, based on the individuals experience, oral presentation in a social context is always becoming a big problem, (Smith and Sodano, 2011; Ginkel, Gulikers, Biemans & Mulder, 2017). In addition, most of pre-service professionals frequently feel frightened to deliver their thoughts orally to audience, (Chan, 2011; Ginkel, Gulikers, Biemans & Mulder, 2015). Meanwhile, Grež (2009, 5) defines: 'oral presentation is the combination of knowledge, skills and attitudes needed to speak in public in order to inform, self-express, to relate and to persuade', (Ginkel, Gulikers, Biemans & Mulder, 2015). In fact, oral presentation competence in higher education has been developed intensively to help students applicate in real life, (King 2002, Wang, Teo & Yu, 2016). Nevertheless, there is still hard to find the research about teacher feedback on student oral presentations, (Wang, Teo & Yu, 2016). In this paper, the researcher investigates higher education student' problems in oral presentation by way of semi-structured observation. The results may become one of the alternative solutions for the foreign language teacher to the related issues.

Methods

This is a case study in a higher education in Indonesia. The study investigates the teacher's feedback on student's problems in oral presentation during the odd semester

2018. It focuses on student's pronunciation, paraphrasing, and power point design. There are three researchers who concerned on doing research.

There were twenty seven fifth semester students involved in the early stage. Through purposive sampling technique, five participants _Santi, Nadia, Sulis, Vera, and Sintia_ were determined to take part in the study. The enthusiastic students were organized in weekly events to present the prepared materials in the form of power point. During the oral presentation, the participants expres their thoughts guided by the prepared power point designs. On the other side, non-participant observation is engaged to record the detail fieldnotes about participant's pronunciation, paraphrasing the presented materials, and the power point design. One observer focuses on pronunciation consisting of supra-segmental phonemes (consonants, vowels, and gliding sounds) and procody features (intonation and stress). The two others concern on paraphrasing based the power point design. The various collected data are analyzed occupying qualitative inductive content analysis design. Firstly, the trancribed data are fixed into themes; secondly, the coding is done before being classified into 3 categories (pronunciation, paraphrasing, and power point design). Finally, the data are analyzed and interpreted. Open-ended interview is done to triangulate the results before being infered.

Results and Discussion

Three formulated themes comprised of pronunciation, paraphrasing, and power point design were investigated from the non participant-observation data. At the end of the presentation, admiration was presented to each participant in the form of smiling face pictures complemented by reinforcement motivation. Motivation and productivity skyrocket when students reach their goals (Dryden & Vos, 1999, p.288). In turn, afterward the participant accepted two observers' written feedbacks, one on pronunciation, and oral feedbacks on paraphrasing and power point design. The written feedbacks focused on the student's inaccurates of pronouncing supra-segmental phonemes (vowels, consonants, and gliding sounds) and the procody. Meanwhile, the oral ones undertook on paraphrasing the sub topics presented and power point design for the two focuses are unseparated, indeed. The first observer handed down the different fieldnotes to the five participants. They should refer their inaccurate pronounced words to the pronunciation exemplified by the native speakers on vedio

they searched. The second one let each participant have face-to-face correction to both the way of paraphrasing the sub topics and power point design. The observer pointed out participants' weaknesses in paraphrasing and designing power point and showed the effective ways to decode them subsequently.

Based on the participants' indirect statements sent by e-mail hinted that Santi, Nadia, and Sulis preferred receiving written feedbacks to the oral one because they were engaged fun in browsing and imitating new knowledge. On one side, Vera and Sintia felt convenient to pay undivided attention to the observer's oral feedback while writing and the evidence remains unclear. Triangulation through open-ended interview was conducted to reinforce the inference. Realizing that a further research is required, the two different ways of giving feedbacks scaffold teachers to take into practice for each of them is beneficent for promoting student's autonomous learner. The first form needs technological involvement and the second form is a common approach that both of them should be taken by the practioners into consideration.

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Conflict of Interest

No conflict of interest was reported

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