

**STUDENTS' PERCEPTION ON THE INFLUENCE OF
PRESENTATION METHOD ON IMPROVING STUDENTS'
SPEAKING SKILLS: A CASE STUDY AT ENGLISH
DEPARTMENT HASANUDDIN UNIVERSITY**



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APPROVAL FORM

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APPROVAL FORM

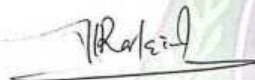
With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 78/UN4.9.1/KEP/2023 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Farditha Indah Cahyani (F041201120) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

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DECLARATION

The thesis by Farditha Indah Cahyani (F041201120) entitled *Students' Perception on The Influence of Presentation Method on Improving Students' Speaking Skills* has been revised as advised during the examination on Friday, October 11th 2024 and is approved by the Board of Undergraduate Thesis Examiners:

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LEGITIMATION

THESIS

**STUDENTS' PERCEPTION ON THE INFLUENCE OF PRESENTATION METHOD
ON IMPROVING STUDENTS' SPEAKING SKILLS**

BY

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AGREEMENT

On September 3rd, 2024, the Board of Thesis Examination has kindly approved a thesis by Farditha Indah Cahyani (F041201120) entitled *Students' Perception on The Influence of Presentation Method on Improving Students' Speaking Skills* submitted in fulfillment of one of the requirements to obtain Bachelor Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, December 2nd, 2024

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STATEMENT LETTER

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Hereby, the writer declares that this thesis is written by himself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, December 2nd, 2024



Farditha Indah Cahyani



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In completing the thesis, the author faced a number of challenges. However, the author was supported and encouraged by many people, enabling the thesis to be completed successfully. On this occasion, the author would like to express gratitude to:

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ABSTRACT

Farditha Indah, 2024, Students' Perceptions on The Influence of Presentation Method on Improving Students' Speaking Skills : A Case Study at English Departement Hasanuddin University (Supervised by Marleiny Radjuni And Sitti Sahraeny.)

This study aims to explore and describe students' perceptions regarding the influence of presentation methods on improving English speaking skills among English department students at Hasanuddin University. The study was conducted on a sample of 11 students from the 2021 class.

This study utilizing a qualitative descriptive approach to analyze the gathered data. This study involves a combination of data collection methods, including questionnaires, in-depth interviews, and documentation, providing a comprehensive understanding of students' experiences with the presentation method.

The results of the discussion of this study indicate that students majoring in English Literature have a positive response to the use of presentation methods in learning English. This finding indicates that the presentation method is not only effective in improving speaking fluency, but also plays a role in building confidence and overall communication skills.

Keywords: Perception, Speaking Skill, Presentation Method, Improving



ABSTRAK

Farditha Indah, 2024, Persepsi Mahasiswa terhadap Pengaruh Metode Presentasi dalam Meningkatkan Kemampuan Berbicara Mahasiswa : Studi Kasus di Jurusan Bahasa Inggris Universitas Hasanuddin (Dibimbing oleh Marleiny Radjuni And Sitti Sahraeny.)

Penelitian ini bertujuan untuk mengeksplorasi dan mendeskripsikan persepsi mahasiswa mengenai pengaruh metode presentasi terhadap peningkatan kemampuan berbicara bahasa Inggris pada mahasiswa jurusan Bahasa Inggris Universitas Hasanuddin. Penelitian ini dilakukan dengan sampel sebanyak 11 mahasiswa dari angkatan 2021.

Penelitian ini menggunakan pendekatan deskriptif kualitatif untuk menganalisis data yang terkumpul. Penelitian ini melibatkan kombinasi metode pengumpulan data, termasuk kuesioner, wawancara, dan dokumentasi, yang memberikan pemahaman yang komprehensif tentang pengalaman mahasiswa dengan metode presentasi.

Hasil pembahasan dari penelitian ini menunjukkan bahwa mahasiswa jurusan Sastra Inggris memiliki respon yang positif terhadap penggunaan metode presentasi dalam pembelajaran bahasa Inggris. Temuan ini mengindikasikan bahwa metode presentasi tidak hanya efektif dalam meningkatkan kefasihan berbicara, namun juga berperan dalam membangun kepercayaan diri dan kemampuan komunikasi secara keseluruhan.

Kata Kunci : Persepsi, Kemampuan Berbicara, Metode Presentasi, Meningkatkan



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CHAPTER I

INTRODUCTION

1.1 Background

Every region in the world has different language, but all have the same function, namely as a tool for communicating with each other. Language can help us to express ideas, thoughts, concepts, or feelings. Each human being usually speaks more than one language, whether it's a language outside their own region or a foreign language. The most widely spoken language in the world is English. English serves as a “Lingua Franca” or “International Language”, facilitating communication among individuals from different linguistic background. English brings many impacts such as in the field of education, business, science, technology, and diplomatic relations.

There are four language abilities, namely reading, writing, listening, and speaking. Between the four language skills, speaking seems to play more important role in communication in order to communicate well in this global world. So, it is very important for learners to learn the speaking skills. Speaking is the ability to communicate with other people to convey a certain meaning. Speaking has become our daily activities, such as sharing information, expressing ideas and thoughts, giving instructions, and much more.



Proficiency in English must be further improved, especially for college students who are the nation's young generation. Because improving English proficiency enhances individuals' employability, opens job opportunities in

international markets, and increases the likelihood of career advancement in the future. It also needed for students to improve their social skills so that they can build relation as many as they can.

Unfortunately, there are still many students who are not aware of speaking English. This is due to many problems they face. Students made an effort to talk in English, but their grammar was so poor that it was hard to understand them. It is also not uncommon for them to mix languages when speaking, this is due to their lack of vocabulary. As a result, they are not confident in speaking. The above problems are the most experienced by students, as a result they feel shy, nervous, and anxious whenever they try to speak in public. According to the personal experience of the writer who is also an English major, even students who major in English are often not fluent in English. Based on the writer's observations during the course, many of them only speak English when needed in class, and when outside of class, they no longer speak English. In addition, students at the university level may lack confidence in speaking English in class and outside of class. After having conversations with some students, the author found out that the cause of this is due to lack of practice and experience. Students only know the theory without practicing it directly, so they are not used to speaking in public.

The development of the world of education, which has been geared toward OBE (Outcome Based education), has coincided with the development of Industry 4.0, so that education is now included in the 4.0 phase. While schools and universities may use varied methods to enhance speaking abilities, OBE



specifically requires that these methods be tied to clearly defined learning outcomes. The presentation method, for example, that is not only a tool for students to practice speaking but also an opportunity for them to demonstrate competencies such as organizing ideas, time management, and building confidence. Through presentations, students engage in an active learning process that goes beyond simple content delivery, focusing instead on the mastery of essential communication skills that they are expected to achieve by the end of the course.

However, the influence of the presentation method in improving students' speaking skills is not always felt equally by each individual. Some students may feel that this method is effective, while others feel that it is less beneficial. This can be influenced by various factors, such as confidence level, basic speaking ability, and how the presentation is prepared and implemented.

This study aims to explain how students perceive the presentation method and to what extent they feel this method has an impact on their speaking skills, as well as what factors influence these perceptions. By understanding these perceptions, educational institutions can evaluate and, if necessary, develop more effective strategies in teaching speaking skills. In addition, this research is expected to provide deeper insights into the teaching methods that best suit the needs and characteristics of university students.



1.2 Identification of Problems

In this research, the writer found some students' problems in speaking :

- a. Some students find it difficult to convey ideas due to lack of vocabulary.
- b. Some students find it difficult to convey ideas due to lack of grammar.
- c. Some students find it difficult to convey ideas due to lack of confidence.

1.3 Scope of Problems

It is impossible for the writer to conduct research on all the problems mentioned. Based on the problems above, the writer found that the lack of vocabulary, articulation, and confidence is due to the lack of practice in the classroom. Therefore, the writer has limited the research and will focus on the influence of the presentation method on improving speaking skills. This research will be conducted on students of English Departement at Hasanuddin University Batch 2021



1.4 Research Questions

Based on the problems that have been mentioned above, there are several questions as follows :

1. How do students perceive about the influence of the presentation method in improving speaking skills?
2. What is the students' perception about presentation method?

1.5 Objectives of the Study

The purpose of this research are to get information about:

1. To explain students' perceptions on the influence of presentation method in improving students' speaking skills
2. To describe the students' perception about presentation method

1.6 Significance of the Studies

There are two significance of the research; they are theoretical significance and practical significance. In terms of theoretical significance, the results of this study are expected to be useful and can be a reference that can be further developed by writers. In terms of practical significance, the results of this study are expected to bring benefits to students and readers. For the students, the writer expects that this will help to solve problems and difficulties of speaking in public using English. For the readers, the writer expects that this will be



and give a solution in using methods to improve speaking skill. It is needed that applying this method as a learning tool can help them become proficient speakers.

CHAPTER II

Literature Review

2.1 Previous Study

The writer tries to support the research, by searching related research about influence of presentation method to improve student's speaking skills. Abdulloh (2017) in his research (Improving Speaking Skill Through Presentation Task At The First Year Students Of Palm Oil Polytechnic Citra Widya Edukasi – Bekasi). The purpose of this research is to discuss the design and effectiveness of oral presentation tasks in improving speaking skills for college students, with a focus on English classes. In the journal, there is no mention of specific research results because the research conducted is only descriptive and aims to provide an overview of oral presentation programs in English speaking classes. However, the writer concluded that presentation tasks are one of the effective techniques in teaching English speaking classes and can improve students' speaking skills and motivate them to learn English. The similarities between these studies is in the population, the previous research and the current research both use campus level students as the population. Another similarities is both used a descriptive research method. And for the difference, previous research was conducted at Palm Oil Polytechnic Citra Widya Edukasi Bekasi, while the current research was conducted at Hasanuddin University.



sri, A. N., & Muqit, A. (2020) in their research “Penerapan Kemampuan tansi Untuk Meningkatkan Speaking Skills Mahasiswa Jurusan Teknik

Mesin”, conducted in Politeknik Negeri Malang. The purposes of this study are to improve students' speaking skills, specifically in the field of Mechanical Engineering, by implementing presentation skills. The study aims to enhance students' ability to speak effectively through presentations and address factors such as inhibition, lack of motivation, low participation, and the use of the mother tongue that affect speaking skills. The study also highlights the importance of presentation as a crucial speaking skill, with key aspects including opening, content/body, question and answer, and closing. The research emphasizes the need for students to prepare materials thoroughly, speak clearly, and pay attention to their presentation delivery. Additionally, the study suggests strategies for instructors to enhance the concept of action research and utilize more effective teaching methods. The similarity between the previous research and the current research is to find out about the use of presentations as a method to improve students' speaking skills. While the difference between the previous research and the current research is that the previous research was conducted at Politeknik Negeri Malang with students majoring in Mechanical Engineering as the population, while the current research was conducted at Hasanuddin University with students majoring in English Literature batch 2021 as the population.

Damarianty (2022) was using third grade at SD Negeri 09 Batu Onap as subjects in her research (Meningkatkan Hasil Belajar Siswa Menggunakan de Presentasi Materi Tindakan Manusia Memelihara Alam Kelas Iii Sd ri 09 Batu Onap). For the data collection techniques are observation,



interviews, tests and documentation. This research was conducted with two cycles. The key benefits observed in students as a result of using the presentation method in the study included a significant improvement in learning outcomes. The average achievement increased from 43.75 in the initial ability test to 83.25 in the second cycle, indicating a substantial enhancement in student performance. The presentation method positively impacted the students' level of enthusiasm and participation in learning activities at SD Negeri 09 Batu Onap. Students were more confident in expressing their ideas in front of the class, which encouraged active participation and engagement in the learning process. This method motivated students to improve their understanding of the subject matter and increased their willingness to actively participate in classroom discussions and activities. The similarity between the previous research and the current research is to find out about the use of presentations as a method to improve students' speaking skills. The differences between previous research and current research is the the previous research use student of primary school as the population, while the current research is use college student as the population.

2.2 Theoretical Discussion

1. Perception

Perception can be defined as the cognitive process through which individuals interpret and make sense of sensory information. From a constructivist viewpoint, perception is seen as a constructive process where individuals actively interpret their experiences based on prior



knowledge and context. Fieldman (1999) emphasizes that perception is not merely a reflection of reality but is shaped by individual experiences, expectations, and motivations. This perspective aligns with the idea that students' perceptions of educational environments are influenced by their previous interactions and learning experiences. Understanding students' perceptions is crucial for educators as it affects their learning experiences and outcomes. Students' perceptions can influence their engagement, motivation, and responses to teaching methods. For instance, if a student has a negative perception of a subject due to previous experiences, this may hinder their willingness to participate or learn effectively

2. Speaking

Speaking can be defined as the process of conveying ideas, thoughts or feeling that are in the mind through the use of spoken language. It is a form of communication that involves the vocal production of words and sentences, often used in interpersonal interactions. Speaking is not just about uttering words, but also involves the appropriate use of tone, pitch volume, and body language to effectively communicate the intended message. Speaking is one of the most important and in-demand skills. Brown (2001: 267) views speaking as interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective



experiences, the physical environment and the purpose for speaking. It is often spontaneous, open-ended and evolving.

Rivers in Erwadi (2004: 7), it is argued that students require the ability to use the target language in communicative acts, as speaking is a highly complex and distinct skill to learn, particularly for those studying a foreign language. In other words, the acquisition of a foreign language is facilitated when students are encouraged to communicate actively, as the adage that we learn to read by reading and we learn to speak by speaking suggests. Speaking is a language skill or means of communication in which one can express one's ideas, feelings and information to others orally. In order to develop this skill, it is necessary to engage in direct interactions, whereby one person speaks to another directly.

According to Pernanda (2009:9), there are five speaking skills including pronunciation, fluency, grammar, vocabulary and comprehension. To communicate effectively, speaking requires all five competencies above. Therefore, speaking is a complex skill that must be learnt and mastered.

A. The Aspect of Speaking

According to Pernanda (2009:9) there are five aspects of speaking skill that can be defined as bellow:

a. Grammar



In both speaking and writing, grammar serves as an important role between the speaker and the listener. People must pay attention to the use of grammar so that the conveyance of meaning to the recipient can be understood and conveyed properly. People must pay attention to the use of grammar so that the conveyance of meaning to the recipient can be understood and conveyed properly. As stated by Warriner in Ramli (2003:6) communication runs smoothly if its grammar can be understood.

Brown in Pernanda (2009 : 9) grammar is the rule by which put together meaningful an part of a language to communicate messages that are comprehensible. People learn how to put together a clear message using the rules they already know from grammar and try to communicate it to other people.

b. Vocabulary

Vocabulary is the foundation for students to use English efficiently. Dash (2013 : 68) vocabulary skill involves word meaning recognition and guessing the meaning of unknown word structure and context. The presence of unfamiliar words in a text can impede comprehension, as readers may be unable to grasp the meaning of the text without knowledge of the words within it. Therefore, it is crucial to expand one's vocabulary.

c. Pronunciation



As a vital component of language and communication, pronunciation plays a key role in facilitating comprehension among speakers. According to Professional Development Service for Teachers (2007: 7) pronunciation refers to the way words are said. Pronunciation is the manner in which words are articulated or expressed in a particular language. It encompasses the arrangement and utterance of sounds, including elements such as accentuation, rhythm, and tone. The term "pronounce" encompasses three distinct aspects of language: the manner in which we speak, the sounds we produce to convey meaning, and the act of uttering words.

d. Fluency

Longman in Pernanda (2009 : 10) fluency is the quality or condition of being fluent. The term "fluent" is used to describe a person who can speak easily and quickly, without any impediment or hesitation. It is possible for an individual to become fluent in a language if they engage in regular practice of speaking. Good speaking fluency is a significant factor in enhancing an individual's English proficiency, as it contributes to a more natural and impressive delivery for listeners. Additionally, it facilitates more effective communication due to the absence of speaking disturbances.

e. Comprehension



Comprehension in speaking can be defined as the ability to understand and interpret spoken language. It involves processing and making sense of the information received during a conversation or a speech. This includes understanding the meaning of words, the structure of sentences, and the context in which they are used . Longman in Pernanda (2009 : 10) understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred. Comprehension in speaking is not just about understanding the literal meaning of words, but also about grasping the underlying ideas, emotions, and intentions conveyed by the speaker. As a critical component of effective communication, comprehension in speaking allows individuals to respond appropriately, fostering meaningful dialogues.

B. Principle for Teaching

According to Nunan there are some principles for teaching speaking;

- a. Give Students practice with both fluency and accuracy.

Fluency and accuracy are two important components of second language acquisition. Accuracy means having the ability to apply grammar rules, vocabulary, and pronunciation in speaking and writing. Fluency in speaking refers to the smoothness, continuity, rate, and effort involved in producing speech.



Both accuracy and fluency are important for effective communication. Accuracy ensures that the message is conveyed correctly and understood by the listener. It helps to avoid misunderstandings and misinterpretations. Fluency, meanwhile, makes the conversation more natural and enjoyable. It making the conversation more engaging and comprehensible.

However, it's important to strike a balance between accuracy and fluency. Focusing too much on accuracy can make speech sound unnatural and stilted, while prioritizing fluency over accuracy can lead to misunderstandings due to incorrect language use. Therefore, effective speakers strive to achieve a balance between accuracy and fluency to ensure clear, effective, and natural communication. So that's why it is very important to balance accuracy and fluency in teaching and learning activities.

b. Use group work or pair work.

Simply providing material will not be useful for practising speaking skills. Students should be given the opportunity to practise speaking skills in class. According to Nunan, it might be beneficial to consider incorporating pair work and group work activities into the curriculum to allow learners more opportunities to engage in the target language during lessons.

Group work and pair work play a significant role in enhancing speaking skills. These methods provide learners with more



opportunities to practice speaking, by increasing their speaking time. They change the pace of the lesson, shifting the focus from the teacher to the students. This allows students to interact with a variety of individuals, fostering a more social learning environment

3. Presentation Method

A presentation method refers to the techniques and strategies used to deliver information or a message to an audience effectively. According to Desvia Noor (2012), The presentation is the communication that occurs between the presenter (presenter) with a group of listeners (audience) in a professional situation for a specific purpose by using techniques and media offerings planned presentation. In the traditional classroom setting, presentations are typically conducted by individual students or in small groups, with the teacher assuming the role of facilitator. Presentation methods can vary from very formal to very informal, and they are adapted to suit the specific objectives and audiences. In essence, a presentation method is a strategic approach to communicating information or a message in a way that is effective and engaging for the audience

The use of presentations in a speaking class is a powerful tool for enhancing language skills. Presentations provide students with an opportunity to practice their speaking skills in a structured context. They allow students to plan, prepare, and deliver a speech on a particular



topic, which can help them to develop their vocabulary, grammar, pronunciation, and fluency. Presentations also encourage students to engage with their audience, which can improve their confidence and communication skills. They can use visual aids such as slides, charts, or videos to support their speech and make it more engaging. Furthermore, presentations can be a great way for students to receive feedback on their speaking skills. Teachers can provide constructive feedback on aspects such as clarity, pronunciation, fluency, and use of language. This approach allows for a more active learning experience for students, as they are encouraged to take on a greater degree of responsibility for their own learning.

A. Advantages of Presentation method

a. Integrating Language Skills

Presentation method help integrate the language skills, which are all equally essential and important in the global village. The literature on teaching English has emphasized integrating the four skills and giving them equal weight (Al-Issa, 2006). The integrated skill exposes English language learners to authentic language experiences and enables them to interact naturally in the language. Learners quickly get a thorough understanding of the vast and complex English language as it is utilized for communication. Furthermore, this ability emphasize that English is more than just an object academic study or a tool to passing a test; rather, it



becomes a genuine means of contact and sharing among people. Integrating language abilities promotes the acquisition of genuine content rather than just the examination of language forms. Furthermore, the presentation method to integrated language skill, whether used in content-based, task-based, or hybrid language training, may be extremely stimulating for all ages and backgrounds

b. Practicing Speaking Skill

Speaking skills are the most important method of communication. The advantages of developing effective communication skills are numerous. According to Chastain (2004), speaking is a productive skill since it produces ideas, messages, and suggestions and we need to practice it. Therefore, English teachers should prioritize this aspect of language learning and provide students with ample opportunities to practice these skills. In this context, teachers must transition from the old-fashioned methods to more contemporary and creative methods that engage learners and facilitate active participation in regular English classrooms. It is important for teachers to adapt their teaching methods from teacher-centered environment to learner-centered approach. This shift in pedagogy is essential for English Language Learners (ELLs) to engage in the learning activities that take place in English classrooms. By adopting a learner-centered approach, teachers can facilitate the development of critical thinking and independent problem-solving skills in their



students. Presentations are great examples of student-centered learning, as they encourage students to become actively engage in their own educational development.

c. Learning How to Use Technology

Presentations are ideal tools for introducing students to modern technology and training and encouraging them to use it for two significant purposes. By using technology in presentations, students gain experience with tools they will likely use in their future careers. This helps them develop important digital literacy skills. Many presentation tools offer features that facilitate collaboration. Students can work together on a presentation in real-time, fostering teamwork and enhancing their collaborative skills.

