

Students' Perception of The Presentation Activities In Online Speaking Class

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Abstract

The objectives of this research were to find out the benefit presentation activities in online speaking class. Data were collected using a questionnaire that collected a five-point Likert scale to gauge the students' perception use of presentation activities in online speaking class. The population of this research was eleventh grade students of senior high school 4 Sidrap academic year 2021//2022 through random sampling technique and XI IPA 1 was selected as the sample of this research. The research finding shown that the utilization of presentation activities gave some benefits for the students as follows: easy to understand the material, increasing students' motivation, focus deeper in learning, and Increasing collaboration. It could be concluded that the utilization of presentation activities in online speaking class gave some benefits to the students at the eleventh grade of SMAN 4 Sidrap.

Keywords: Presentation Activities; Online Speaking Class; Speaking Performance.

1. Introduction

English has become an important language to learn and people's need in this globalization era especially the young generation, since it is used various sector such as: education, economics, social and technology. On March 11th, 2020, Covid-19 was declared a pandemic in Indonesia, a sickness that spreads to all countries. Covid-19 was spreading so rapidly that it has infected 185 nations throughout the world (CSSE, 2020).

All education levels institution in Indonesia probably from elementary school to colleges or universities which controlled by Education and Culture Ministry and Ministry of Religious felt the bad effect caused by Covid-19. Therefore, the government give instruction to all schools and universities to apply online teaching and learning. This pandemic makes the students learning online which is learning from home that results to stop their face-to-face learning in class to cut the spreading of Covid-19.

In this condition, learning and teaching process are carried out via online. The development of technology information plays their important role as the utilization of technology in education sector. Teachers, students, and also parents are forced to handle this method in a short time because in this pandemic, online learning is being the best solution to do (Sakkir, 2020). Even though schools and universities are closed but learning process can still be reached.

The online learning is an educational renewal to answer the defiance of availability during this pandemic. According to Purbo (2002) online learning process is a type of information technology which is set in education sectors in type of virtual schools so, the students are learning through application to connect them with their teacher.

Online learning cannot separate from benefit and harm where the teacher can arrange properly so, the objectives of learning process can be reached. According to Nakayama, all literature in online learning indicates that all students can be succeed in learning process.

In learning English, speaking, listening, reading, and writing are the four skills that senior high school students should focus on developing because they are the basis of communication. From those four skills, speaking is the most difficult skill to build in the class. According to Thornbury (2005: 1), speaking is such an important aspect of life that we took

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it for given. Speaking is crucial because it is always employed when everyone wants to share information or give messages. Speaking skill mastery is necessary for second language or foreign language learners, according to Richards (2008). As the result, learners typically assess their success in language learning also because the fluency of their English course based on how much they have improved in their spoken language skill. In teaching speaking skill, the teacher also should give good activities to increase student's interest in the class specially in this pandemic because the class is delivered via online.

Giving presentation activity is a good to teach speaking skills because the students should master their material before presenting in the class, they can do discussion with their groups and also finding some references in the internet. According to Kazoma (2009), the advantage of presentation activity can increase learning and teaching activity and help the students to understand the lesson and information easier.

In this research the researchers tried to solve the problem of learning speaking through online class because in teaching speaking the teacher should give good activities to increase students' interest in the class to increase their speaking performance. Giving presentation activity is a good way to teach speaking skill because the student should master their material before presenting in the class, they can do discussion with their groups and also finding some references through internet.

Related to the background above the researchers are interested to find out how does the benefits of presentation activities to improve students speaking performance through a research with the title "Students' Perception of the Presentation Activities in Online Speaking Class". The goal of this research is to know the benefit of presentation activities in online speaking class.

2. Literature Review

2.1. Speaking

As we know speaking is a fundamental key of communication. Speaking, in Tarigan's definition (1990:15), is the ability to produce sounds or words in order to express, explain, and communicate concepts, feelings, and ideas. Given that it involves elements like syntax, pronunciation, fluency, and vocabulary, speaking is a very complex activity. As a result, developing effective speaking skills is difficult because we need to be good in some of those areas. According to Gronbeck (1992), speaking provides knowledge through sharing thoughts, making questions, and giving answers that are related to one's position or line of thinking. This encourages pupils to back up their claims. The researchers have come to the conclusion that speaking is a process in which the speaker and listener exchange information when both are engaged in oral communication.

Brown and Yule (in Richards 2008:21) states that there are some functions of speaking namely: speaking as interaction, speaking as transaction, and speaking as performance.

- Speaking as interaction related to what we usually do that is "conversation" and describes interaction which deliver a primarily social function. When the people meet, they greet each other and engage in small discussion because they hope to be friendly and find comfortable zone of interaction with others. There are some features of speaking as interaction: a) has primarily social function, b) reflects role relationship, c) reflects degrees of politeness, d) reflects speaker's identity, e) can be formal or casual, and f) using many common words.
- Speaking as transaction refers to the situations where the focus is on what the people said or what the people did. The message and making other people understand clearly is the main purpose, rather than the participants and how they interact socially each other. others. There are some features of speaking as transaction: a) main focus is on the message or information, b) participants employ communication strategies to make themselves understood, c) there may be negotiation and digression, and d) there are frequent questions, repetitions, and comprehension checks.
- Speaking as performance refers to public speaking which is transmits information before an audience like presentation in the class, public announcement, and speech. Speaking as performance can be in the form of monolog rather than dialogue. The main features of speaking as performance namely: a) focus with message and audience, b) predictable sequencing and organization, c) usually in monolog, d) the language use like written language.

According to Lynch and Anderson in I.S.P Nation Express (2009) state that there are some purposes of learning speaking namely:

- To upgrade students' confidence in using spoken English.

- To rich and develop students' linguistic competence.
- To increase their strategy competence in face-to-face interaction.
- To reach their ability to analyze and evaluate spoken performance.
- To deliver their message to someone.
- There are a lot of opportunities to produce.
- The students talk about things that are familiar to them.

According to Oxford Advanced Learner Dictionary, performance is a form from word “perform” which has means do a piece of work, someone showing something in front of people, or doing something. Brown also stated that performance is an ability to speak in front of many people that has function to deliver information or entertain their audiences.

Effective oral communication, according to Richards and Renandya (2002:204), allows for the use of language in social interactions that include verbal communication and paralinguistic factors like pitch, stress, and intonation. In order to communicate directly without the need of speech, non-linguistic communication techniques including gestures, facial expressions, and visual communication are also necessary.

2.2. *Online Learning*

Online learning is a learning process that uses application, electronics and internet as a learning medium. According to Ally (2008) Online learning is the use of internet to access learning materials, to get materials, interact with teacher and also students, to increase knowledge, and to increase learning experiences.

According to Gronbeck (1992:2) speaking is information by giving ideas, asking question and also giving responses that has correlation with their opinions, or arguments which can stimulate the students to support their opinion.

Tarigan also defines speaking as the ability to pronounce articulation of sounds or words for the purpose of expressing, explaining, and transmitting ideas, as well as feelings. Because it involves elements like syntax, pronunciation, fluency, and vocabulary, speaking is a tremendously difficult activity. As a result, developing effective speaking skills is difficult because we need to be competent in some of those areas.

Online class is a learning and teaching process which utilize the internet and some digital media that can connect the teacher and student. Online class is more flexible than offline class because the teacher and student can do learning and teaching process wherever and whenever at least they have a good connection. According to Ally (2008) states that online class is the use of internet to access learning materials; to get materials, interact with teachers and also students; to increase knowledge, and to increase learning experiences.

2.3. *Presentation*

Presentation is an action where the presenter imparts to the audience their knowledge of a specific subject. It takes place in a structured environment with time constraints. Making presentations, according to Chivers and Shoolbred (2007:5), is a very beneficial learning experience. The kids can anticipate learning from their real-life experiences through presenting.

Al Issa and AL Qubtan (2010:227) claimed that presentations are one of the activities that can increase student interest in taking initiative, thinking outside the limits of required textbooks, and using language in an engaging and creative manner. The students can consider ways to sharpen their imaginations, particularly to develop their speaking skills through presentations.

Delivering ideas and information in front of audiences is a type of presentation activity. In contrast to a report, a presentation, according to Clarck (2010), better conveys the speaker's personality and enables direct connection between presenters and audiences. In order to improve their students' speaking abilities, EFL discussion teachers frequently use presentations, according to King (2002:401).

According to Chivers and Shollbred (2007:5), giving presentations is an excellent learning experience. The speakers offer the audience an opportunity to ask any questions they may have at the conclusion of their oral presentation, and then they respond to those questions to finish their job. Based on the above-mentioned definitions, the researcher comes

to the conclusion that giving presentations is an action done to share thoughts and information with audiences in an effort to improve students' speaking skills.

3. Research Methods

This research aims to find out the benefit presentation activities in online speaking class. The researchers use questionnaire as an instrument in this research. A questionnaire was required to collect the data from the students. The questionnaire purpose to give the result to the researchers about the benefit of presentation activities in online speaking class for the students. The researchers used Likert scale to get the data from the students. Likert scale usually gives potential choices (strongly agree "SA" (5), agree "A" (4), Undecided "UnD" (3), disagree "DS" (2), strongly disagree "SDS" (1)), it consisted of 10 number statements questionnaires related to the research questions and the researchers uses google form to collect the data from the students.

This research was conducted in second semester academic year 2021/2022. The research location is at SMA Negeri 4 SIDRAP which located at Jl. Lasinrang No. 94 Rappang Kec. Pancarijang, SIDRAP, South Sulawesi.

Population was the object that the researchers wanted to see the result when the researchers doing a research. Based on the explanation above, the population of this research was the second-grade students of SMA Negeri 4 SIDRAP.

Sample is a sub group of the population that represents the characteristic of the population. Neuman (2005) stated that sample is a small thing set of case that the researchers select from the larger pool, and generalizes to the population. Based on that explanation, the researchers concluded that sample could be described as a component of all population under study. So, the sample that the researchers used in this research was random sampling technique.

The sample of this research was from second grade students of SMAN 4 Sidrap and there were 5 classes of second grade in that school, after the researchers asked to the English teacher, XI IPA 1 was selected to be a sample with total of 24 students of this research.

4. Results and Discussion

The results of this research show the benefit of presentation activities for the students by the utilization of presentation activities in online speaking class at the second-grade students of SMAN 4 Sidrap. The benefit of presentation activities for the students can be seen in the following explanation.

The researchers collected the data through questionnaire to see the benefit of presentation activities for the students. There were twenty-four students of the second grade (XI IPA 1) in SMA Negeri 4 Sidrap taken as the sample of this research.

a. The Material is Easy to Understand

From the data which is filled by the students shows that there are 20 students strongly agree and 4 students agree that presentation activities in online speaking class makes the students easy to understand the material. It can be seen also from the result above that there are improvement of students speaking performance after the utilization of presentation activities in online speaking class.

b. Increasing Students' Motivation

From the data which is filled by the students shows that there are 18 students strongly agree and 6 students agree that presentation activities in online speaking class can increase students' motivation because they are looking for a lot of information from some sources during this research so the students' feel easier to understand the material that can be seen from the data of the improvement of students' speaking performance.

c. Focus Deeper in Learning

From the data which is filled by the students shows that there are 19 students strongly agree and 5 students agree that presentation activities in online speaking class can make the students' focus deeper in learning because in this research the researchers ask the students to present their interest related to their hobby and in group assignment the students should present their part in presentation activities so they have to master it before presenting in online speaking class.

d. Increasing Collaboration

From the data which is filled by the students shows that there are 22 students strongly agree and 2 students agree that presentation activities in online speaking class can increase students' collaboration because in the end of this research the researchers ask the students to work in a group, from that activity the students can collaborate with their group to look for some sources related to the topic that they want to present in post-test.

After giving post-test to the students the researchers gave questionnaire to the students to know the benefit of presentation activities. There is some benefit that the students got after applying the utilization of presentation activities in online speaking class.

a. The Material is Easy to Understand

The results of the questionnaire show that 20 students highly agree and 4 students agree that the presentation activities in the online speaking class make it simple for the students to understand the topic. It can be said that the use of presentation exercises in online speaking classes makes it easy for the students to understand the subject matter. It is related to Dabbagh's (2005) explanation that students can study from a variety of online sources, making it simpler for them to comprehend the topic.

b. Increasing Students' Motivation

According to the results of the data analysis completed by the students, 18 students strongly agree and 6 students agree that presentation activities in online speaking class help increase students' motivation. As a result, it can be inferred that using presentation activities in online speaking classes helps increase students' willingness to learn English. This indicates that students are motivated to study while using presentation activities. It is related to Lubis (2018), whose research revealed that using oral presentations to teach speaking can increase students' interest in giving oral presentations during the teaching and learning process. It was also demonstrated in this study that using presentation activities in online speaking classes can increase students' motivation.

c. Focus Deeper in Learning

The result of data analysis which is filled by the students shows that there are 19 students strongly agree and 5 students agree that presentation activities in online speaking class can make the students' focus deeper in learning. It indicates that the use of presentation exercises in online speaking classes has increased the students' attention to what they are learning. It is related to Kazoma's (2009) explanation that presentation activities can increase learning and teaching activity and aid students in limiting their learning focus. It has also been demonstrated in this research that using presentation activities in online speaking classes can help students limit their learning focus.

d. Increasing Collaboration

The result of data analysis which is filled by the students shows that there are 22 students strongly agree and 2 students agree that presentation activities in online speaking class can increase students' collaboration. It shows how students can improve their teamwork when doing presentation activities in an online speaking course. It is related to Ally's (2008) definition of online learning, which states that it involves using the internet to communicate with both teachers and students in order to advance knowledge and learning opportunities.

5. Conclusion

There are four benefits that the students got in this research as follows: 1) Easy to understand the material that is proved by 20 students strongly agree and 4 students agree that presentation activities in online speaking class makes the students easy to understand the material; 2) Increasing students' motivation that is proved by 18 students strongly agree and 6 students agree that presentation activities in online speaking class can increase students' motivation; 3) Focus deeper in learning that is proved by 19 students strongly agree and 5 students agree that presentation activities in online speaking class can make the students' focus deeper; and 4) Increasing collaboration that is proved by 22 students strongly agree and 2 students agree that presentation activities in online speaking class can increase students' collaboration.

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