

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter reports the findings and the discussion of the research. The chapter is arranged chronologically based on the two research questions. The chapter consists of research findings and discussion of the study.

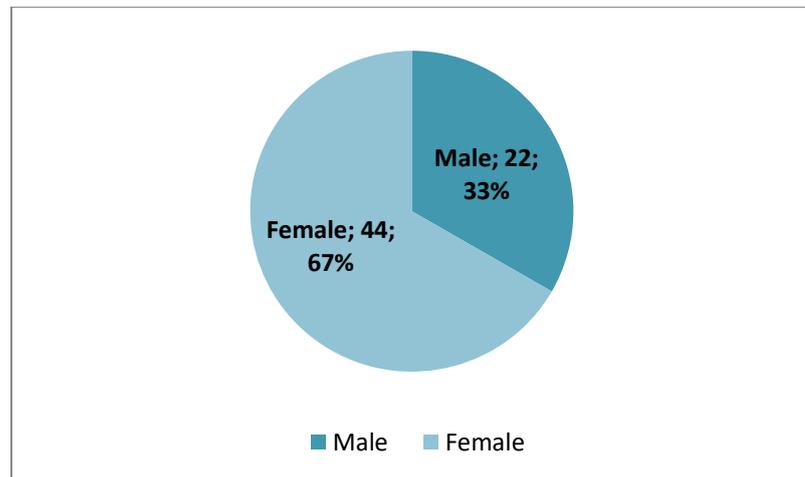
#### **A. Findings**

To know how far the students' perception about the use of oral presentation in learning English, the researcher used questionnaire as the instrument in collecting the data. The type of the questionnaire is close-ended questions. The researcher distributed the questionnaire in two classes, those are XI IIS-1 class consists of 30 students and XI IIS-3 class consists of 36 students. The result consists of three parts; respondent's general information, the potential benefits of oral presentation, and the issues of oral presentation. The potential benefits include; greater class interaction and participation, increased interest in learning, new perspective not covered otherwise, and improvement in communication and presentation skill. The issues include; undermined students' confidence, the students' lack the core fluency, and the audience is actively judging students' performance.

In this part, the researcher presents the result of the questionnaire of the students' perception about the use of oral presentation in learning English at MAN 1 Trenggalek. The result of the responses will be explained descriptively using the SPSS. Additionally, chart was also presented to give detailed explanations.

## B. The Result of Respondent Personal Information

Respondent personal information that completed the questionnaire shown in the chart below:



**Figure 4.1. Chart of the Result of Respondent Personal Information**

From the data shown above, total respondent was 66 students consist of 44 female and 22 male students who completed the questionnaire. Besides, the percentage of each part, 67% for female and 33% for male. It means this data shown that there are more female students than male students.

## C. Main Findings

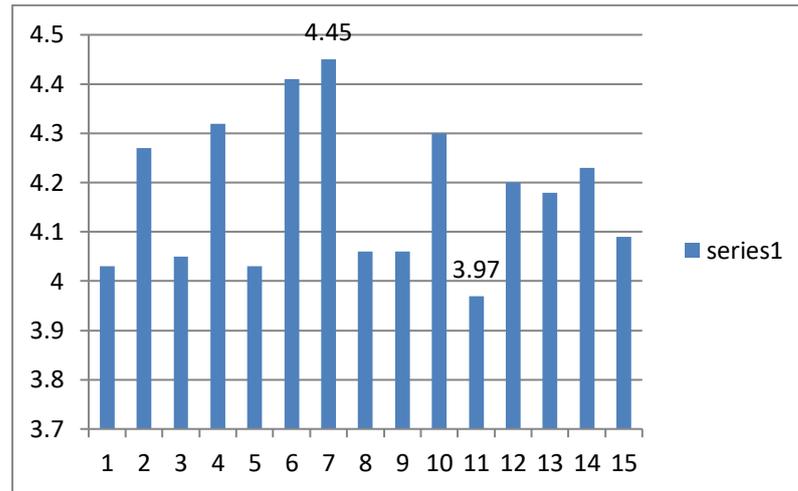
This chapter aims to answer the research questions on students' perception about the use of oral presentation in learning English. There are 30 questions related to students' responses about the use of oral presentation in learning English. This research was conducted at MAN 1 Trenggalek. This study only focuses on English class students, especially class XI students who use oral presentations as one of the learning methods. Based on the research data in the form of a questionnaire that the researchers

distributed to two classes consisting of 66 students, the highest score was 4.45 and the lowest score was 1.56. This is a very significant mean difference which, based on Al-Nouh et al (2015), 1.56 is included in the low mean rank (1.00 to 2.33) and 4.45 is included in the high mean rank (3.67 to 5.00). However, in these findings, the researchers presented the results of two separate research questions, namely the potential benefits of oral presentation and the issues of oral presentation.

**Table 1. The Potential Benefits and the Issues of Oral Presentation**

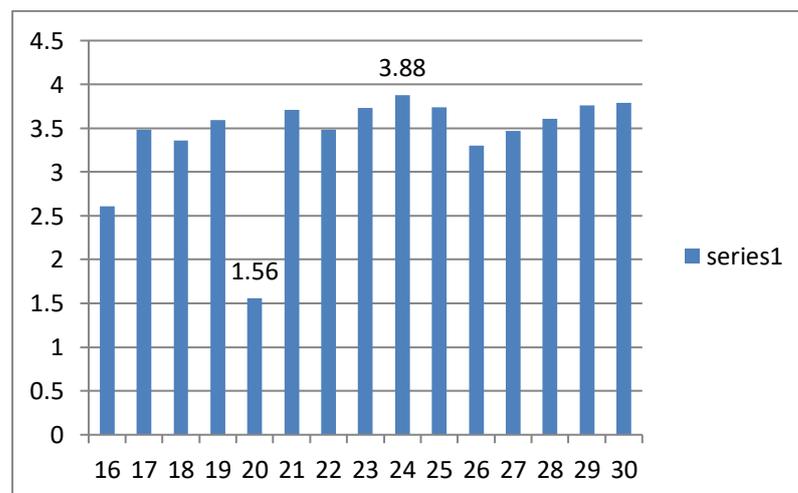
<b>The Potential Benefits and the Issues of Oral Presentation</b>	<b>Mean</b>
<b>The Potential Benefits</b>	<b>62.65</b>
<b>The Issues</b>	<b>51.08</b>

The table above describes the potential benefits and the issues of oral presentation. The highest average  $\bar{X}$  comes from the potential benefits with score 62.65 and the lowest score comes from the issues with score 51.08. It can be concluded that the respondents feel that oral presentation has more benefits than the issues. The difference between the two scores is not too far away, but both are high scores so it can be said that oral presentations have almost the same value of the potential benefits and the issues.



**Figure 4.2. Chart of the Potential Benefits of Oral Presentation**

On the basis of the complete questionnaire results on the possible advantages of oral presentation, the highest average of the data is based on question number 7 (I rehearse before oral presentation) with a score of 4.45. While question number 11 is the lowest score from the complete results (I can memorize so many vocabularies by practicing the material) with score 3.97. The above two scores provide the high average rank that means that all the claims in the questionnaire are accepted by the students. The lowest score is still in the high average rank group, which shows this.



**Figure 4.3. Chart of the Issues of Oral Presentation**

The highest average of the data comes from question number 24 (I find it difficult to find the right word to describe my meaning) with a score of 3.88 on the basis of the entire finding from the questionnaire of the issues of oral presentation. Although the lowest score from the complete data comes from question number 20 (On presentation day I skip class) with score 1.56. There is a considerable difference between the highest and the lowest score. It shown by the highest score included in the high mean rank category. This indicates that there are several varied statements that make students agree with some questions and disagree with some other statements.

#### D. Finding of Each Part of the Questionnaire

##### 1. The Potential Benefits of Students' Oral Presentations

**Table 2. The Potential Benefits of Students' Oral Presentations**

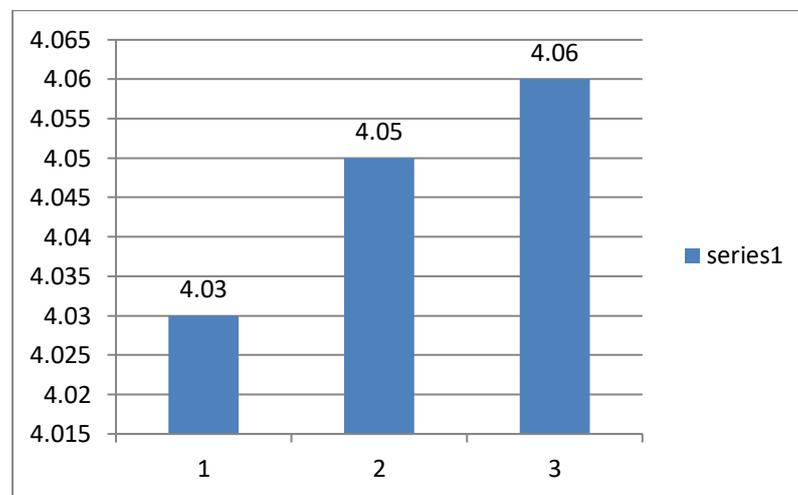
Potential Benefits	Mean
Greater Class Interaction and Participation	4.04
Increased Interest in Learning	3.31
New Perspectives not Covered Otherwise	4.10
Improvement in Communication and Presentation Skill	4.19

The table above describes the potential benefits of oral presentation. The highest average  $\bar{X}$  comes from improvement in communication and presentation skill with score 4.19 which is this score includes the high mean rank category and the lowest score comes from increased interest in learning with score 3.31 which is this score includes the medium mean

rank category. It can be said that the respondents feel that oral presentation can help them to improve their communication and presentation skill and can help them to increase their interest in learning enough.

#### a. Greater Class Interaction and Participation

Based on the results of questionnaire answered by the respondents, the average of greater class interaction and participation is shown in the chart below.



**Figure 4.4. Chart of Greater Class Interaction and Participation**

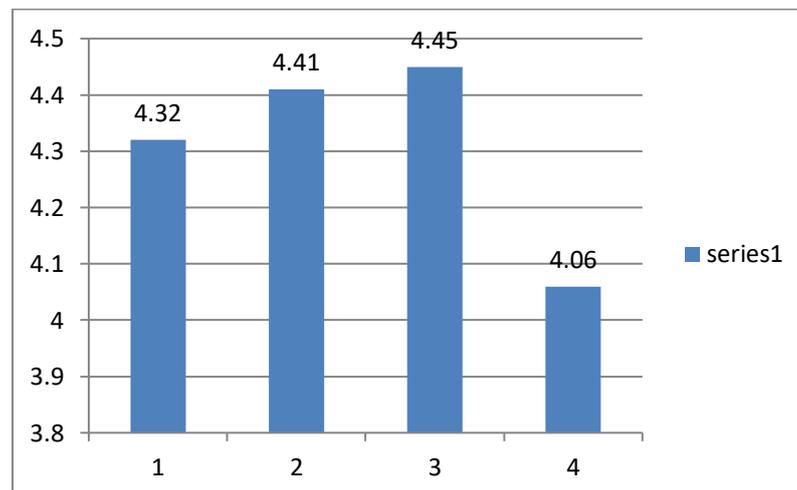
The following is the statements shown in the questionnaire

1. I can face so many audiences (students) in my class while doing oral presentation. (saya bisa menghadapi para audien (siswa) di kelas ketika melakukan presentasi lisan)
2. I can give my opinion about the topic of presentation. (saya bisa memberikan pendapat saya tentang materi presentasi).
3. I can ask to my friends more easily when I don't understand about the topic. (saya dapat bertanya kepada teman saya dengan lebih mudah ketika saya tidak paham tentang materi presentasi)

The chart above describes the interaction and participation in oral presentation. The highest average comes from question number 3 (I can ask to my friends more easily when I don't understand about the topic.) with score 4.06. It can be concluded that the respondents feel asking to their friends in oral presentation is much easier.

#### b. Increased Interest in Learning

Based on the results of questionnaire answered by the respondents, the average of increased interest in learning is shown in the chart below.



**Figure 4.5. Chart of Increased Interest in Learning**

The following is the statements shown in the questionnaire.

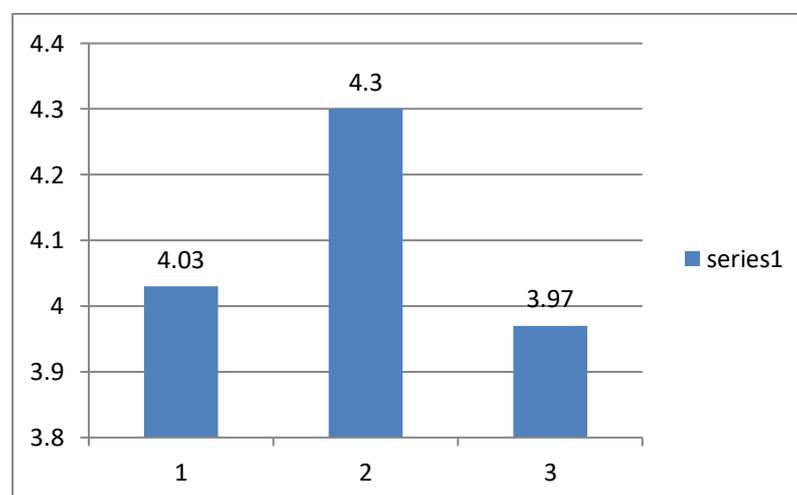
1. I checked my pronunciation and knowledge of the subject. (saya memeriksa pelafalan dan pengetahuan saya tentang materi presentasi)
2. I use resources like dictionaries, books, and the internet. (saya menggunakan berbagai sumber seperti kamus, buku, dan internet)
3. I rehearse before an oral presentation. (saya berlatih sebelum presentasi lisan)

4. I practice pronunciation and grammar structures. (saya berlatih pelafalan dan stuktur grammar)

The chart above describes the use oral presentation to increased interest in learning. The highest average comes from question number 3 (I rehearse before an oral presentation) with score 4.45. It can be concluded that the respondents feel rehearsing before making an oral presentation is needed because they realize that practice will help them during oral presentations. Indirectly, they have improved their learning in English.

### c. New Perspectives not Covered Otherwise

Based on the results of questionnaire answered by the respondents, the average of new perspectives not covered otherwise is shown in the chart below.



**Figure 4.6. Chart of New Perspectives not Covered Otherwise**

The following is the statements shown in the questionnaire.

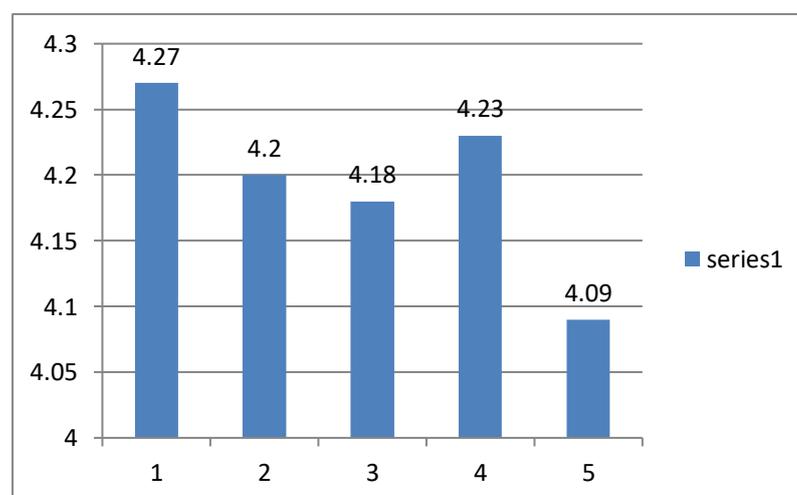
1. I assess my strengths and weaknesses of oral presentation. (saya dapat menilai kekuatan dan kelemahan saya setelah bepresentasi lisan)

2. Oral presentation is not too difficult if we prepare it well.  
(presentasi lisan tidaklah begitu sulit jika kita menyiapkannya secara matang)
3. I can memorize so many vocabularies by practicing the material.  
(saya dapat mengingat banyak kosakata dengan mempraktikan tentang materi)

The chart above describes the new perspective after doing oral presentation. The highest average comes from question number 2 (oral presentation is not too difficult if we prepare it well) with score 4.30. It can be concluded that the respondents feel after making an oral presentation they realized that oral presentation was not difficult if they prepared it well.

#### d. Improvement in Communication and Presentation Skill

Based on the results of questionnaire answered by the respondents, the average of improvement in communication and presentation skill is shown in the chart below.



### **Figure 4.7. Chart of Improvement in Communication and Presentation Skill**

The following is the statements shown in the questionnaire.

1. I use translation when I do not understand a word, phrase, or sentence. (saya menggunakan penerjemah ketika saya tidak paham tentang kata, frasa, dan kalimat)
2. I feel can improve my communication skill. (saya merasa dapat meningkatkan keahlian komunikasi saya)
3. I apply what I learned in class to make the presentation. (saya mengaplikasikan apa yang saya pelajari di dalam kelas untuk berpresentasi)
4. I take note of words or ideas that I can consider important. (saya mencatat kata-kata atau gagasan yang menurut saya penting)
5. My English speaking skill have improved with the presence of oral presentation. (kemampuan berbahasa inggris saya meningkat dengan adanya presentasi lisan)

The chart above describes the use of oral presentation as improvement in communication and presentation skill. The highest average comes from question number 1 (I use translation when I do not understand a word, phrase, or sentence) with score 4.27. It can be concluded that respondents feel they need to look up words, phrases and sentences that they do not know using a translator. It is because they want to improve their communication and presentation skills.

## 2. The Issues of Students' Oral Presentations

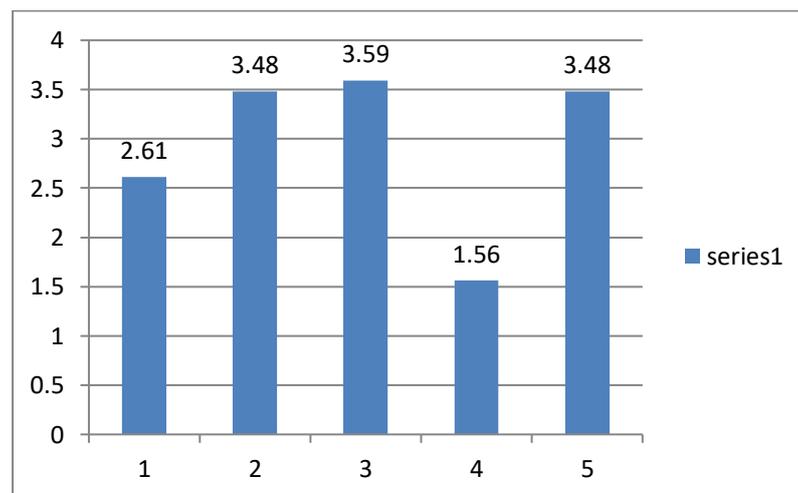
**Table 3. The Issues of Students' Oral Presentations**

Issues	Mean
Undermined Students' Confidence	2.94
Students' Lack the Core Frequency	3.62
The Audience is Actively Judging Students' Performances	3.65

The table above describes the issues of oral presentation. The highest average  $\bar{X}$  comes from the audience is actively judging students' performances with score 3.65. It can be concluded that the respondents feel the audience is the most factor that affect their performance in oral presentation.

### a. Undermined Students' Confidence

Based on the results of questionnaire answered by the respondents, the average of undermined students' confidence is shown in the chart below.



**Figure 4.8. Chart of Undermined Students' Confidence**

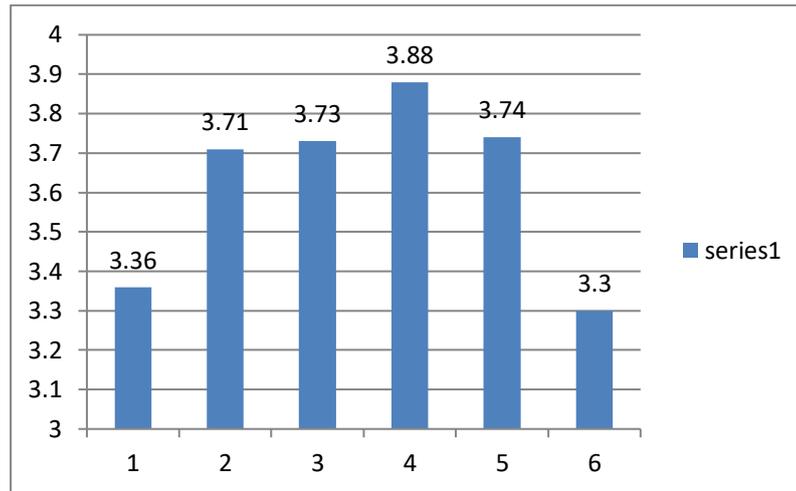
The following is the statements shown in the questionnaire.

1. I don't like the idea of oral presentations. (saya tidak suka dengan ide presentasi lisan)
2. I feel very anxious before an oral presentation. (saya merasa cemas sebelum berpresentasi lisan)
3. I feel embarrassed when I do an oral presentation in English. (saya merasa malu ketika melakukan presentasi dengan menggunakan bahasa Inggris)
4. On presentation day I skip class. (pada hari presentasi saya tidak masuk kelas)
5. I feel worried even if I have prepared well before. (saya merasa khawatir walaupun sebelumnya saya telah menyiapkan secara matang)

The chart above describes the undermined students' confidence in oral presentation. The highest average comes from question number 3 (I feel embarrassed when I do an oral presentation in English) with score 3.59. It can be concluded that the respondents feel a little embarrassed when they face the audience when doing the oral presentation. It is indicated by the average figure which is not too high.

#### **b. Students' Lack the Core Frequency**

Based on the results of questionnaire answered by the respondents, the average of students' lack the core fluency is shown in the chart below.



**Figure 4.9. Chart of Students' Lack the Core Frequency**

The following is the statements shown in the questionnaire.

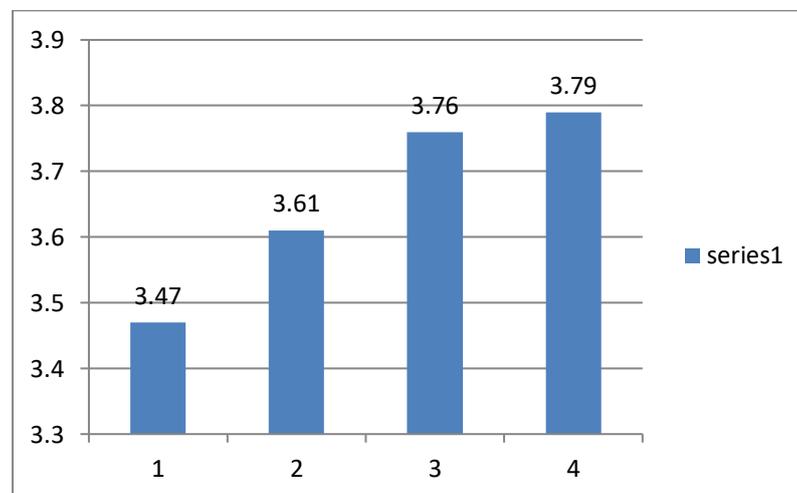
1. When I start my oral presentation, I forget everything I wanted to say. (ketika saya memulai presentasi lisan, saya lupa tentang segala sesuatu yang ingin saya katakan)
2. I bring notes with me during my oral presentation even if I am well prepared. (saya membawa catatan selama oral presentasi walaupun saya menyiapkannya secara matang)
3. During oral presentation, I think in Bahasa then translate it into English. (selama berpresentasi lisan, saya berfikir menggunakan bahasa Indonesia kemudian menerjemahkannya kedalam bahasa inggris)
4. I find it hard to find the suitable word to express my meaning. (saya menemukan kesulitan dalam menemukan kata yang cocok untuk mengkspresikan tentang apa yang saya maksud)
5. I have a problem with oral fluency and pronunciation during an oral presentation. (saya memiliki masalah dengan kelancaran dan pelafalan lisan selama presentasi lisan)

6. I prefer to memorize the material of presentation rather than understand it. (saya lebih suka menghafalkan materi presentasi daripada memahaminya)

The chart above describes the students' lack the core fluency in oral presentation. The highest average comes from question number 4 (I find it hard to find the suitable word to express my meaning) with score 3.88. It can be concluded that the respondents feel expressing the intended words is quite difficult when doing the oral presentation.

### c. The Audience is Actively Judging Students' Performances

Based on the results of questionnaire answered by the respondents, the average of the audience is actively judging students' performance is shown in the chart below.



**Figure 4.10. Chart of the Audience is Actively Judging Students' Performance**

The following is the statements shown in the questionnaire.

1. I feel frightened when a lot of people are watching me. (saya merasa ketakutan ketika banyak orang yang memperhatikan saya)

2. My friends' reactions affect my performance in the oral presentation. (reaksi teman-teman saya mempengaruhi penampilan saya dalam presentasi lisan)
3. I worry that my friends will laugh at me when I speak English. (saya khawatir bahwa teman-teman saya akan menertawakan saya ketika saya berbicara bahasa Inggris)
4. When my friends late, they enter the class or talk to each other during oral presentation, I lose my ideas. (ketika teman-teman saya terlambat, mereka masuk kelas atau berbicara satu sama lain selama presentasi lisan, saya kehilangan ide-ide saya)

The chart above describes the students' lack the core fluency in oral presentation. The highest average comes from question number 4 (When my friends late, they enter the class or talk to each other during oral presentation, I lose my ideas) with score 3.79. It can be concluded that the respondents feel when there is a conversing audience it can distract them and they lose the ideas that they will convey when doing an oral presentation.

### **3. Discussion**

The questionnaire used in this study is a questionnaire taken from the study of Al-Nouh, Abdul-Kar, and Taqi, H. (2015) and Sisquiarco, Sánchez Rojas and Abad (2018). The questionnaire is used to collect data about students' perception about the use of Oral presentation method by the second grade students of MAN 1 Trenggalek. The researcher elaborated further on the results of data processing that have been discussed earlier.

The results of the data from the second grade students of MAN 1 Trenggalek are calculated in 2 steps. First step is about the overall data that divided into two kinds of result, namely the potential benefits of oral presentation and the issue of oral presentation. Based on the table, described the potential benefits and the issues of oral presentation. The highest average  $\bar{X}$  comes from the potential benefits with score 62.65. The lowest average  $\bar{X}$  comes from the issues of oral presentation with score 51.08. It can be concluded that the respondents feel that oral presentation has more benefits than the issues. However, the number of the lowest average is still included in high category.

Based on the chart, the highest average potential benefits of oral presentation comes from question number 7 (I rehearse before an oral presentation) with score 4.45. While the lowest score from the whole data comes from question number 11 (I can memorize so many vocabularies by practicing the material) with score 3.44. The next is about the issues of oral presentation, the highest average comes from question number 24 (I find it hard to find the suitable word to express my meaning) with score 3.88. While the lowest score from the whole data comes from question number 20 (On presentation day I skip class) with score 1.56.

Second step describes about each part of the questionnaire. Interaction and Participation consists of 3 questions with average  $\bar{X}$ =4.04. The highest score is number 3 (I can ask to my friends more easily when I don't understand about the topic) with average 4.06 which means respondents agree that Oral Presentation helps them to ask to the presenter in oral

presentation. The lowest score is number 1 (I can face so many audiences (students) in my class while doing oral presentation) with score 4.03 which means respondents also agree that the respondents do not feel overwhelmed by facing classmates when making oral presentations. However, it is still included in high category.

Increased Interest in Learning consists of 4 questions with the highest average  $\bar{X}=4.31$ . The highest score is number 3 (I rehearse before an oral presentation) with score 4.45 which means the respondents agree that rehearsing before making an oral presentation is needed because they realize that practice will help them during oral presentations. Indirectly, they have improved their learning in English. The lowest score is number 4 (I practice pronunciation and grammar structures) with average 4.06 which means that the respondents agreed with the existence of an English oral presentation that they would practice pronunciation and grammar before doing oral presentation. However, it is still included in high category.

New Perspectives not Covered Otherwise consists of 3 questions with average  $\bar{X}=4.10$ . The highest score is number 2 (oral presentation is not too difficult if we prepare it well) with score 4.30 which means the respondents agree that after making an oral presentation they realized that oral presentation was not difficult if they prepared it well. The lowest score is number 3 (I can memorize so many vocabularies by practicing the material) with average 3.97 which means respondents agree that by using Oral Presentation they realized it can improve their vocabularies. However, it still included in high category.

Improvement in Communication and Presentation Skill consists of 5 questions with average  $\bar{X}=4.19$ . The highest score is 1 (I use translation when I do not understand a word, phrase, or sentence) with score 4.27 which means that respondents agree that they need to look up words, phrases and sentences that they do not know using a translator. It is because they want to improve their communication and presentation skills. The lowest score is number 5 (My English speaking skill have improved with the presence of oral presentation) with average 4.09 which means respondents agree that using Oral Presentation can improve their English speaking skill . However, it still included in high category.

Undermined Students' Confidence consists of 5 questions with average  $\bar{X}=2.94$ . The highest score is number 3 (I feel embarrassed when I do an oral presentation in English) with score 3.59 which means that the respondents agree that they are a little embarrassed when they face the audience when doing the oral presentation. It is indicated by the average figure which is not too high. The lowest score is number 4 (On presentation day I skip class) with average 1.56 which means respondents disagree that they can skip the class in a day of oral presentation.

Students' Lack the Core Frequency consists of 6 questions with average  $\bar{X}=3.62$ . The highest score is number 4 (I find it hard to find the suitable word to express my meaning) with score 3.88. It can be concluded that the respondents feel expressing the intended words is quite difficult when doing the oral presentation. The lowest score is number 6 (I prefer to memorize the material of presentation rather than understand it) with

average 3.67 which means respondents disagree that in oral presentation memorizing the material is better than understand it. However, it still included in high category.

The Audience is Actively Judging Students' Performances consists of 4 questions with average  $\bar{X}=3.65$ . The highest score is number 4 (When my friends late, they enter the class or talk to each other during oral presentation I lose my ideas) with score 3.79 which means that the respondents agree when there is a conversing audience it can distract them and they lose the ideas that they will convey when doing an oral presentation. The lowest score is number 1 (I feel frightened when a lot of people are watching me) with average 3.47 which means respondents disagree that they feel frightened when a lot of people are watching them while doing oral presentation.

To sum up, this research proved that students' have positive perceptions, toward greater class interaction and participation. It based on the result of questionnaire that most of students chose "agree" when the researcher asked about their perception about their interaction and participation in oral presentation such as; facing the audiences, expressing the opinion, and asking about the topic to the speakers. It confirmed from Girard, Pinar and Trapp (2011) found that using oral presentations in their classroom lead to greater class interaction and participation, an increased interest in learning, new perspectives not covered otherwise, and noticeable improvements in their students' communication and presentation skills.

This research also revealed that oral presentation has good effect to increase the students' interest in learning. The result confirmed from Dunlap & Grabinger (1995) rich learning activities help students think deeply about content in relevant and realistic contexts. When students will make presentations in front of the class, they will try to understand the content of the material to be delivered so that the presentation can run smoothly. In this time students will improve their learning because the material to be delivered has never been delivered by their teacher before.

This research proved that new perspectives are appeared after doing oral presentation. The students seem to be aware of their shortcomings. They realized that oral presentations are not difficult if they prepare it well. The result confirmed from Thornbury (2012) highlights some main features of presentation. First, presenter should provide a concise summary, a thoughtful and well-balanced critique, and list of relevant implications in delivering a presentation. Second, he is required to engage and evoke audiences' interest. Third, he should have an effective delivery style and be able to manage the time. Some of the features above will make it easier for students to do oral presentations.

This research also revealed that oral presentation can help the students to improve their communication and presentation skill. The result confirmed from King (2002) that oral presentations have been shown to help bridge the gap between language study and language use; that presentations require students to use all four language skills in a naturally integrated way; and that presentations have been shown to encourage students to become active and

autonomous learners. They practice their communication skills through practicing speaking in front of their friends. Besides increasing knowledge, oral presentations can also increase students' self-confidence.

Besides getting the benefits, students also experience difficulty in doing oral presentations. This research proved that students had negative perceptions toward the students' confidence. It based on the results of questionnaire that most of students chose "agree" when the researcher asked about the weakness of oral presentation such as anxiety, worry, and shame while doing oral presentation. The students' insecurities started when they were about to start the oral presentation. They feel ashamed to face the audience because it is not what they usually do. This result is in line with BBC World Service radio series (2003) stated that confident is a very important element in learning to speak a language. Many learners worry that they are going to make a mistake or that the people will not understand them.

This research also proved that students' lack the core fluency such as grammar, pronunciation, vocabularies, and suitable words can be affected the students' performance while doing oral presentation. The result confirmed the theory of Munby (2011) explains that it is the result of grammar translation tests used in English secondary education in Asian countries. This reflects a culture of learning that emphasizes rote memorization of grammar rules and vocabulary lists and lacks opportunities for interaction.

Then this research also revealed that the audience is actively judging students' performance when they are doing presentation. Most of students choose "agree" on each question. Students feel that audience is one of the things that most influences their performance especially when they are speaking using English. The result confirmed the theory of Joughin (2007) observed students feeling anxious when speaking English in front of their peers. Also, a large number of students (62.1%) reported that when late students enter the classroom or talk to each other, it confuses them during oral presentation.