

English Students Oral Presentation Skill at English Language Education Faculty of Education and Vocational Studies Universitas Lancang Kuning

Suci Ramadani¹, Irna Christanti², Hani Marcelia³

¹* Faculty of Education and Vocation; ramadhanisuciramadani100@gmail.com

² Faculty of Education and Vocation; irnachristantisianipar188@gmail.com

³ Faculty of Education and Vocation; hanimarcelia464@gmail.com

ARTICLE INFO

Keywords:

speaking;
oral presentation;
English language students

Article history:

Received 2023-05-26

Revised 2023-06-29

Accepted 2023-06-30

ABSTRACT

The purpose of this study was to investigate the oral presentation skills possessed by first semester students in the English education department at Universitas Lancang Kuning. This research is a survey research conducted from November 2022 to December 2022 at English Language Education Faculty of Education and Vocational Studies Universitas Lancang Kuning. The method used is descriptive quantitative involving 20 students as a sample. The scoring rubric is used as the main instrument for collecting data. Data were analyzed descriptively in the form of the sum of scores, mean and standard deviation then interpreted descriptively. The results of the study revealed that semester 1 students achieved a Mean of 4.47 which was categorized into the High ISTE Standard level. The measurement is carried out by calculating the average score of the six ISTE Standard indicators, namely Creativity and Innovation; Communication and Collaboration; Research and Information Fluency; Critical Thinking, Problem Solving, and Decision Making; Digital Citizenship; Operations and Technology Concept. The highlevel means that grade 1.2 students are able to maximize their ability to speak in oral presentations.

This is an open access article under the [CC BY-NC-SA](#) license.



Corresponding Author:

Suci Ramadani

Faculty of Education and Vocation; ramadhanisuciramadani100@gmail.com

1. INTRODUCTION

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is probably the language skill that most language learners wish to perfect as soon as possible. Heasuk, Nayoung & Yoonjung (2021) have studied how different interactions (face-to-face chatting and chatting with AI chatbots) may affect speaking skills. Hung (2019) has researched about including explicit and implicit idiom measures as a result of cognitive linguistic based treatment in English as a Foreign Language (EFL) context.

Roohani & Etemadfar (2021) have studied examine the effect of micro flipped method on students' English as a foreign language (EFL) speaking fluency and its comparison with the

traditional face to face method in front of the teacher in the Iranian EFL context. Bui (2019) has researched apply basic concepts in linguistics to teach English idioms to EFL students. According to Gurler (2015) studies to determine whether there is a relationship between self-confidence and speaking skills in the speaking course of preparatory students who take the English Teaching Department (ELT) and the English Language and Literature Department (ELL) and also aims to determine where there is a difference between the majors and types of students.

Also, Ariyanti (2017) has found the assessments faced by Indonesian students that affect their speaking ability. In addition, because this research is a qualitative research, direct observation was conducted to capture all phenomena that occur in the speaking class in a natural setting. Syaifullah (2022) has found students can improve their skills by using the Color Vocal Chart. This happens because the success of using Color Vowel Chart in teaching speaking is determined by several media, techniques/strategies, methods/procedures, and assessments used in implementing Color Vowel Chart in teaching such as speaking.

Fujita (2017) has researched the speaking speed and listening comprehension of EFL students' background on films and textbook materials. Wilang & Duy vo (2018) have studied a case study of two graduate students with moderate, high, and high anxiety who were selected based on their own anxiety reports.

After highlights references from several researchers who have discussed how to develop students' English speaking skills, the researchers intends to examine English students oral skill in undergraduated level at English Language Education Faculty of Education and Vocational studies Universitas Lancang Kuning.

2. METHODS

The study in this research was a descriptive quantitative research. Creswell (2014) states that quantitative research is approach for testing objective theories by examining the relationship among the variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.

This quantitative research was designed as a survey study. Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. In this study the researcher used one variable that was undergraduated English students in English Departement Faculty of Education and Vocational in Universitas Lancang Kuning.

This research was conducted in November 2022 until Janury 2023 in English Education Department, FADIKSI, Universitas Lancang Kuning Academic Year 2022/2023, which is located at Yos Sudarso St. KM. 8, Rumbai Pesisir, Pekanbaru, Riau.

The population of this research was the English students in English Department, Faculty of Education and Vocational in Universitas Lancang Kuning Academic Year 2022/2023. The population consisted of the undergraduated English student.

Using a video from a presentation recording that we got when we were in the class of new students in the English language study program, the Faculty of Education and Vocational Studies, Universitas Lancang Kuning.

3. FINDINGS AND DISCUSSION

In this chapter, the researcher presents a description of the data analysis which consists of the findings and discussion sections. The purpose of this chapter is to answer the research question "English Student Oral Presentation Skill at English Language Education and Vocational Studies at Lancang Kuning University". The researcher took an assessment from the Google Drive link which contained video recordings of students' oral presentations.

After that, the researcher processed the data through the SPSS version 20 program. Next, the researcher presented the data using descriptive statistical techniques. Researchers used the mean and standard deviation to calculate the number of students on each question scale.

Therefore, the research questions were answered based on the data the researchers got from the questionnaire.

Table 1. Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Oral Presentation	20	62	17	79	742	37.10	4.477	20.023	400.937
Valid N (listwise)	20								

The table displays data showing students' speech standards about rainbows, houses, and beaches. Assessment was taken in assessing accent, vocabulary, vocabulary, fluency, and comprehension. The lowest standard in this category (Mean = 17), the highest standard in this category (Mean = 79). In addition, researchers used SPSS version 20 to analyze the data to obtain descriptive statistical scores. Based on the results above, it can be seen that in general the level of speaking skill in the presentation of EFL students is high. The average of this indicator is 4.47, and according to the Likert scale range this score means high. In addition, the table also shows that the students' total scores in terms of speaking skills in presentations were 742, the students' mode scores were 17, the median student scores were 37, and the standard deviation was 20.023.

Table 2. Student Presentations

No	Indicator	Percentage
1	Accent	3,9%
2	Grammar	16%
3	Vocabulary	10,2%
4	Fluency	15%
5	Comprehension	16,6%

In this study, the researcher took data from the oral speaking assessment of student presentations with assessment standards by assessing accent, vocabulary, fluency, and comprehension when they presented. The results showed that the standard score for the assessment of the speaking ability of semester 1 students of English and Vocational Education at Universitas Lancang Kuning was high. This is confirmed by the height of the average score of 4.47. The highest score is 79 and the lowest score is 17. In the assessment rubric, students scored the highest in the fluency section and the lowest in the grammar section.

Speaking fluently and accurately has always been a concern and an important shortcoming in Turkey (Paker, 2012). The results of this study show that the fluency of students in semester 1 of English education at the Faculty of Education and Vocational Studies at Lancang Kuning University is still not good and they still stutter. They need to improve their skills.

And in other countries (Gan, 2018) This speaking problem is considered to be overcome by building a moderate level of individual confidence. And in the speaking assessment that

we found in semester 1 students the level of self-confidence of some of these students was still incapable and embarrassed to express their opinions.

In learning languages, especially English, the most common difficulties are experienced by most people who already have good knowledge of English vocabulary and grammar but are unable to use English in communicating even for daily conversation (Wardianto, 2022). Based on the results of the researchers' observations and assessment of the video oral presentation of semester 1 students majoring in English education, these students also still have these difficulties. According to (B, 2014) apart from that there are several factors that can affect aspects of language, namely:

1. Accuracy of speech (pronunciation)
2. Emphasis or placement of tone and duration
3. Choice of words
4. The accuracy of the target of the conversation

This activity is carried out in two ways; teaching and training packaged in the form of webinars. Finally, this community service resulted in participant satisfaction with the overall assessment of the material provided. This is indicated by the results of the post- activity survey analysis which showed a very satisfactory level (mean $\geq$ 4). (Putriani et al, 2021). From our findings, in semester 1 students of English education, the Faculty of Education and Vocational Studies, Lancang Kuning University, in their oral presentation, the accent they gave was still low, the accent they used did not have a special accent.

Based on Mustika and Lestari's statement (2020) The results showed that the average score of students' English speaking skills increased from cycle I to cycle II. in cycle II. Comprehension increased from cycle I (66, 62%) to (83, 50%). In our research, we found that the comprehension level of semester 1 students of English education and vocational education faculties in oral presentations was still relatively low. The content they expressed was a common thing in the themes they discussed.

4. CONCLUSION

Speaking is our ability to speak. speaking is often used in everyday life. This speaking problem is considered to be overcome by building a moderate level of individual confidence. text chat or voice chat. In other words, a crucial factor in improving speech ability is repeated practice regardless of the condition. (Heasuk, Nayoung & Yoonjung, 2021). From this study it was found that the standard score for the assessment of the speaking ability of semester 1 students of English and Vocational Education at Lancang Kuning University was high. In the grading rubric, students scored the highest in the fluency section and the lowest in the grammar section. Researchers used the mean and standard deviation to calculate the number of students on each question scale. Researchers used Assessment to assess accent, vocabulary, vocabulary, fluency, and comprehension. This is reinforced by the high average score of 4.47. The highest score was 79 and the lowest score was 17. In the grading rubric, students scored the highest in the fluency section and the lowest in the grammar section. Likewise, the fluency of students in semester 1 of English education at the Faculty of Education and Vocational Studies at Lancang Kuning University is still not good and they still stutter. They need to improve their skills.

In the speaking assessment, we found that in semester 1 students the level of confidence in some of these students was still unable and embarrassed to express their opinions. the most common difficulties experienced by most people who already have good knowledge of English vocabulary and grammar but cannot use English in communication even for daily conversation (Wardianto, 2022). from the results of the researchers' observations and assessments of the video oral presentations of semester 1 students majoring in English education, these students also still experience these difficulties. their speech, the accent they give is still low, the accent they use does not have a special accent. we found that the level of understanding of first semester students of English education and vocational education

faculties in oral presentations is still relatively low. The content they reveal is commonplace in the themes they discuss.

REFERENCES

- Gurler İsmail (2015) Correlation between Selfconfidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students.
- Hung Phu Bui (2019) A kognitif language approach to teaching language idiom to EFL student.
- Aryanti (2016) Psychological faktor effecting EFL speaking performance.
- Fujira Ryko (2017) effect of speech rate and background noise on EFL learnes listening comprehension of difference type of the materials.
- Syaifullah (2022) using the color vowe chart In the teaching speaking.
- Heasuk, Nayoung & Yoonjung (2021) Is It Beneficial to Use AI Chatbots to Improve Learners' Speaking Performance?.
- Roohani Ali, Etemadfar Parisa (2021) Effect of Micro Flipped Method on EFL Learners' Speaking Fluency.
- Wilang,VoThanh Duy (2018) The Complexity of Speaking Anxiety in a Graduate EFL Classroom.
- Zipagan, Rang Lee (2018) Korean English Learners' Use of Lexical Bundles in Speaking.
- Choi Tae-Hee, Leung Constant (2017) Uses of First and Foreign Languages as Learning Resources in a Foreign Language Classroom.
- Putriani et al, (2021) World Englishes: Speaking with Accents,
- Gan tian (2018) Languange Regulation in english as a lingua franca. Focus on academic spoken discourse.
- Nova Mustika, Rinda Lestari (2020) Metode bermain peran dalam meningkatkan kemampuan berbicara bahasa Inggris mahasiswa STIKES Perintis Padang
- Kukuh Wurdiant (2022) PEMANFAATAN CERITA RAKYAT DALAM MENINGKATKAN KEMAMPUAN MAHASISWA BERBICARA BAHASA INGGRIS