

Student's Public Speaking Ability Through Presentation Task

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Abstract

This study attempts to describe the ability of speaking skill as oral communication in public by giving the task of individual presentation performance. This study addresses to the result of speaking course as a part of Intermediate English subject. It was conducted to Renewable Energy Engineering students in the academic year of 2022-2023 as well as their main objective of English Study. The researcher is interested to have the data of public speaking achievement because the importance of public speaking skill regarding inability of students to speak in public or perform oral presentation. When all oral presentations are marked as evidence that students' speaking abilities could meet the needs of the industry, this has become more difficult (Hadi et al., 2020). Unfortunately, graduates nowadays do not possess the degree of oral presenting abilities that are fulfil the demand of stake holder. In this research, the research study is designed as descriptive quantitative research to have the data of students public speaking ability and describe their performance. The researcher used random sampling and Task based Test instrument to have the data of student public speaking ability and also observation to have the data of student public speaking performance. The research finding would be included of the student performance and the task result by speaking rubric which is included the speaking skill components. The results of research showed that by giving presentation task, it has good level for students' public speaking ability and the result of presentation task builds the Renewable Energy Engineering student's confidence to perform public speaking.

Keywords: *English speaking, public speaking ability, presentation task*

1. Introduction

English as the International Language is an important language that is being learned by EFL students. In Indonesia, it became one of subjects to be taught in beginner school level up to high school level and most job requirements. Politeknik as vocational high education institution has purpose to prepare their students to have professional skill for work place.

Referring to one of the goals of target learning that must be learnt by vocational students, English is included the basic major one. Renewable Energy Engineering study

program in Politeknik Negeri Jember aims to provide the students with good English competence such as public speaking which can be implemented by oral presentation practice. This is due to the need of foreign companies as the most of their stakeholders. (Books & Wilson, 2014) and (Živković, 2014) state that oral presentation skills are highly needed in the workforce market worldwide. This means that it is important to learn for students from any field of study. (Bouzid, 2016) argues that nowadays, Students are expected to be able to achieve their success not only in their skills in showing manual skills, moderately, they are expected to be able to demonstrate the ability to search, discover, share, and also use information to solve complex problems. Besides having good ability on their field of study, students have to acquire good written and oral English abilities. The students will also get social and professional advantages if they can use the language orally such as opportunities for student exchange, fast graduation, scholarship, international employment and further education

Speaking ability is labelled as the succeed for EFL student's communication competence. The EFL skill of speaking in target language identified by the ability of someone oral communication by using target language. Speaking is the most important skill in learning a language, it is not only to study but the most important thing is to practice it as well. Speaking to other does not mean to speak a language without any meaning but it also to inform a message to listener. Speaking to the other can be meant as a process of communication. A good oral communication urgent speaking skill to deliver the message so that it will be understood by the opposite speaker. The speaker will have a good oral communication when the listener can comprehend the delivering message in utterance. It needs to have the skill to produce good oral communication. A communication involves not only words, but also symbols and spoken word gestures because symbolic actions are not limited to communicative utterance (Rahman, 2010). The oral communication ability encourages student communicative competence more for intermediate level of English class. In this Renewable Energy intermediate English class engage the student to have the ability in public speaking as one of the learning objectives. The student's communicative competence can be implemented by giving presentation task during teaching learning process in class. They do not have much time to practice out of class. Based on the phenomenon, it is important for students to have speaking practice more.

One of important speaking skill to learn is public speaking. Public Speaking is described as an activity involving speaking in public, such as delivering a speech to a group, regardless of the group size (Breakey, 2005). Public speaking is different to common speaking activity. It does not need only speaking ability but also how the way to deliver it. Having English public speaking skill for EFL learners have much challenging moreover for the students of Renewable Energy Engineering which is non-English study. However, they face many difficulties to speak out moreover in front of the public. The difficulty of psychological problem mostly faced by the students who perform public speaking. It is because he or she feels anxiety when the audience pay attention to him as the only one person who make presentation. Furthermore, the lack of linguistic

factor and environmental atmosphere of English conversation can influence the student's presentation performance. It is difficult task for EFL student who learn of some abilities at once like speaking itself and how they overcome their anxiety before and during presentation to the public. Seeing from the observation taken by the researcher, many students still have not performed the best in speaking class especially in their speaking performance. Based on the previous results of students learning, it is necessary to develop their public speaking ability by giving task to practice more and more. Miller said that everyone can become a better public speaker through study and practice (Miller, 2017). Teaching public speaking as oral communication underlines an effective strategy to reach the learning outcomes. (Scott & Ytreberg, 1990) suggest that speaking is an ability that most determines a teacher in teaching a language. Speaking is a productive skill which is a teacher can boost the students by building student speaking skill. The most challenging in public speaking is having confidence. Based on the observation in the Intermediate English class, the researcher found that most of the students were less courage and self confidence in perform speaking task. It is not a simple task to develop student confidence to speak in front of many people accidentally. However, it needs long time to build the student character to have confidence. This describes that public speaking activity is a pre-planned activity that need an effective teaching technique to employ to the students. A teacher can measure the student's achievement by giving public speaking task. Task based language teaching is one of teaching strategic that can be implemented for teaching speaking One of teaching strategy for public speaking practice is by giving task of presentation. By giving a presentation—with advance preparation, students learned how to open a presentation, carry on a discussion, answer questions, and also attract audience's attention. (Ahmad Burhanuddin, 2021). Experience is the best teacher, and to get through experience is so important. The students experience can be done by giving practice task that will train them into real implementation. Melion and Thompson in (Suliman, 2022) state that if oral presentation is guided and organized, it will give the students a learning experience and teach them an important skill which will be beneficial to ESL/EFL in all their education subject and later in their work.

Based on the phenomenon, the data result, and observation during teaching learning process of Renewable energy students in intermediate English class, the researcher interested to gain the data of student achievement in public speaking by giving presentation task.

2. Literature Review

Speaking skill measures someone's communicative competence. Communicative competence can be defined as an individual ability to use language effectively in actual communication (Goh & Burns, 2012). This encourages public speaking is one of communicative competence that should be trained. Public speaking is the skill to communicate to public which is usually due to a large number of audiences. According to (Viera Restuani Adia, 2021) in the book of *Menjadi Public Speaker Andal*, public speaking is a communication process in front of an audience that aims to provide

information, persuade, or entertain. The method of public speaking follows some steps. (Gareis, 2006) mentions some important things in public speaking, those are setting up, appearance and body language, vocal behaviour, audio-visual support, and question-and-answer sessions.

Public speaking skill is not an easy task for EFL students. (Shen & Chiu, 2019) in their study reported that difficulties in speaking English faced by students were psychological problems (e.g nervousness, fear of making mistakes, and lack of confidence), linguistic problems (e.g. insufficient vocabulary, grammar, expressions, insufficient sentences organization, etc), and environmental problems (e.g. lack of learning context for English conversation). The difficulty of anxiety is mostly faced by the students who perform public speaking. Public speaking anxiety is defined by (Bodie, 2010) who stated as a situation specific social anxiety that arises from the real or anticipated enactment of an oral presentation. Gareis adds, it is the speaker says his or her views with a larger audience and often experiences apprehension and nervousness before and during the presentation (Gareis, 2006).

Teaching public speaking needs an effective strategy to build student confidence. Effective oral communication cannot simply be ‘learned’ by reading. It needs to be planned, strategized, practiced and assessed, preferably in an ‘authentic’ setting (Chan, 2011). In addition, Balley in (Nunan, 2003) mentions some principles of teaching speaking to students. The principles are as the following:

- a. Be aware of the differences of the second language and foreign language learning context. Language as a foreign language is in which the language is not used by the people in the country. It is as a foreign language. This situation, the students are challenged to use and study the target language.
- b. Give students practice with both fluency and accuracy. Accuracy is as much as the learner uses the target language when they use the language. While fluency is how far the speaker uses the language quickly and has self confidence to utter the language.
- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. Experience is the best way to improve students’ competence in speaking.
- d. Plan speaking tasks that involve negotiation for meaning. Speaking tasks that involve negotiation for meaning will help students to interact with others.
- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking. Transactional and interactional speaking can be reached through activities which is fun, enjoying, and motivating.

Based on those principles of teaching speaking, the teacher can have the teaching instruction which is fit to the topic discussion for the students. Encouraging students achieve communicative competence in speaking, Task Based Language Teaching (TBLT) can be employed by English teachers in their classes. It is an approach which focuses on tasks of how to use English communicatively by referring to real life situations. Task-

Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching (Richards & Rodgers, 2001). (Swan, 2005) emphasizes the core principles of task based-language teaching on the characteristics listed below:

- a. Instructed language learning should mainly contain natural or naturalistic language use, and the activities are related to meaning rather than language.
- b. Instruction should support learner-centeredness rather than teacher-centeredness.
- c. Because totally naturalistic learning does not normally give rise to target-like accuracy, engagement is essential to promote the internalization of formal linguistic elements while keeping the perceived benefits of a natural approach.
- d. This can be realized best by offering opportunities for focus on the form, which will attract students' attention to linguistic components as they emerge incidentally in lessons whose main focus is on meaning or communication.
- e. Communicative tasks are especially suitable devices for such an approach.
- f. More formal pre- or post-task language study may be beneficial. This may make contribution to internalization by leading or maximizing familiarity with formal characteristics during communication.
- g. Traditional approaches are unproductive and unsuitable, particularly where they require passive formal instruction and practice isolated from communicative work.

Task-based language teaching provides many benefits to aid foreign language learning. Ellis (2009) lists these benefits as follows:

- a. TBLT provides the opportunity for 'natural' learning within the classroom context.
- b. It stresses meaning over form; however, it can also emphasize learning form.
- c. It offers learners a fertile input of target language.
- d. It is intrinsically motivating.
- e. It is consistent with a learner-focused educational philosophy but also gives permission for teacher input and guidance.
- f. It contributes to the improvement of communicative fluency while not disregarding accuracy.
- g. It can be deployed together with a more traditional approach.

In short, by those benefits of task-based language teaching, teaching public speaking would provide the students with opportunity specially to have oral communication that involve negotiation for meaning and build students ability by experience them with guidance and practice.

3. Method

This study aims to get the data of Renewable Energy Engineering student ability in public speaking. The research design used descriptive quantitative study. Gay et al. (2012) stated that descriptive research involves sequential data collection to obtain answers to research questions about the status of research subjects. In this research, the data collection was

used to determine the level status of the ability of Student public speaking by perform presentation and describe the student anxiety as the difficulty experienced by the students.

The object of this study is Renewable Energy Engineering which consists of 105 students. The sample that the researcher used is random sampling which consist of 70 students. The writer used simple random sampling because the student have the equal chance to be a sample. The simple random sample means that every case of the population has an equal probability of inclusion in sample. Disadvantages associated with simple random sampling include (Ghauri & Grønhaug, 2005). The research instrument in this study was task-based test which is used to get the students score in perform presentation task.

The researcher has employed her teaching instruction to the students which consist of three stages. Firstly, pre-task stage which consists of an introduction to the topic and to the task. The teacher presents what is expected from the students in the task phase, and gives clear instruction on what they will have to do at the task stage. The pre-task stage includes a model of the task. The researcher as the teacher asked the students to make presentation first; by writing the script with the content of any Renewable Energy issue and gave the presentation model from youtube video. Secondly, during the task phase, in this stage, the students complete a task, depending on the type of activity. The teacher, here, is the observer in monitoring the tasks. Then the students prepared either a written or oral report to present to the class. In this second step the teacher revised the student's scrip before they practiced it to perform. Thirdly, in the language focus stage, the teacher reviewed what happened in the task, with regards to language and highlights relevant parts for the students to analysis. The researcher analysis the students score used the Scoring Rubric for Oral Presentation on the Intermediate English Work Book as the following:

Table 3.1. Scoring Rubric for Oral Presentation

Category	Scoring Criteria	Total Points	Score
Organization (15 points)	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	

Presentation (40 points)	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10
	There is an obvious conclusion summarizing the presentation.	5
	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5
	Speaker uses a clear, audible voice.	5
	Delivery is poised, controlled, and smooth.	5
	Good language skills and pronunciation are used.	5
	Visual aids are well prepared, informative, effective, and not distracting.	5
	Length of presentation is within the assigned time limits.	5
	Information was well communicated.	10
	Score	Total Points

Adopted from Miqawati and Sa'diyah (2021)

After the researcher as the teacher has analysed the student's score she classified the students oral presentation mastery into the scoring rubric of competence level based on academic regulation. It is applied to measure the students' passing grade (see table.2). It deals with five levels of mastery that categorize the student's competence.

Table 3.2. Mastery Level of the Students' Score

No	Range of Score	Quality Letter	Quantity Number	Mastery Level
1	81-100	A	4	Excellent
2	76-80	B	3	Good
3	71-75	C	2	Enough
4	66-70	D	1	Poor
5	<65	E	0	Bad

4. Findings and discussion

To find out the level of master on their oral English oral presentation, the researcher recorded their performance. The analysis data of mastery level would be the number of students who got the score would be divided with the total number of students. The results of the data analysis of scoring the students who got more than 80 points are 21 students from the total number of 70 students. The result of range score 81-100 is 30%. This score indicates that the students experiencing an excellent oral presentation during the test. The results of the data analysis of scoring the students who got score on the range of 76-80 are 35 students from the total number of 70 students. It means 50% of student indicates that the students experiencing good oral presentation during the test. The results of the data analysis of scoring the students who got score on the range of 71-75 are 7 students

from the total number of 70 students. The result of percentage is 10% students indicates that the students experiencing enough oral presentation during the test. The results of the data analysis of scoring the students who got score on the range of 66-70 are 6 students from the total number of 70 students. The result of percentage is 8.6% students indicates that the students experiencing poor oral presentation during the test.

5. Conclusion

After analysing the data results of this study, it can be concluded that the majority of the students have a good oral presentation skill. However, most of them still experiencing the common difficulties during the oral presentation such as nervous and anxiety. It showed on their expression which were not natural for some students, but most of them present it with good expression, organization, content, and good presentation. It showed on their performance of presentation they delivered which were fulfilled the scoring criteria. In addition, the difficulties such as the pronunciation and fluency were also happened to them. However, most of the students have performed the presentation very well in framing their performance of presentation over all. Developing and practicing new learning strategies such as oral presentation during the semester will lead to continued improvement in communication outside the class. The result implies that the teachers and/or lecturers of English that teach EFL students particularly in the similar context with this study should pay more attention in improving the students' mastery on these two aspects of oral presentation.

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