



## The Implementation of Oral Presentation to Enhance Students' Speaking Skills at Islamic University Jepara

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### Abstract

This qualitative case study describes the role of oral presentations in enhancing speaking abilities, the students' perspectives on the efficacy of oral presentations in improving speaking skills, and the challenges experienced during these presentation sessions by fifth-semester private university students in Jepara, Indonesia. Through simple random sampling, 28 students were selected to examine how engaging in oral presentations contributes to enhancing their speaking abilities in an academic setting. The research employs various data collection methods, including observations, interviews, and a specially designed rubric for oral presentations. Following Miles and Huberman's model, the analysis involves three phases: data reduction, data display, and drawing conclusions. The results showed that oral presentations can motivate improvement in fluency and pronunciation accuracy. Additionally, students' perspectives on the application of oral presentations vary; many appreciate it as a means to deepen their understanding of the course material, although some students face challenges in finding relevant content. The challenges experienced by students, as seen in the table, primarily revolve around fluency and accuracy, with a particular emphasis on accuracy. Moreover, they perform well in terms of content and presentation. In conclusion, the oral presentations play a pivotal role in developing students' speaking skills, providing a platform for practical language application, vocabulary enrichment, and enhanced communication abilities through accuracy, fluency, and content of presentation.

**Keywords:** oral presentation; implementation; speaking skill

### 1. INTRODUCTION

In the ever-evolving landscape of higher education, the ability to articulate thoughts, ideas, and emotions is of paramount importance. Within the context of higher education, one of the foundational elements of effective communication is the skill of speaking, and it often presents a challenge to nurture. But speaking ability is not as simple as talking Research by Harmer (2003) that “The ability to speak



fluently presupposes not only a knowledge of language features but also the ability to process information and language 'on the spot'. In the context of speaking development, the ability to speak fluently includes an understanding of language features and the ability to process information and language in real-time (Haryanto et al., 2019).

In the context of developing students' speaking skills, this research adopts the theoretical framework of Social Constructivism. The theory of Social Constructivism was proposed by Vygotsky. As cited in Utami (2016) and Saputro & Pakpahan (2021), Vygotsky's theory suggests that people learn and grow through interactions with others and their cultural environment. He also believed that children can develop better and more organized thinking by talking to those who know more than they do. In line with this theory, the research implements oral presentations as social interactions, where cultural influence plays a crucial role in individual development. Additionally, it significantly contributes to fostering more logical and structured thinking through conversations with individuals possessing greater knowledge. This can support cognitive development and enhance students' speaking abilities, aligning with Vygotsky's concept of the role of language and social interaction in learning.

Several previous studies have provided a comprehensive overview of the role and impact of presentation tasks in language learning regarding the improvement of students' speaking abilities. Oral presentations have had a positive impact on students' communication skills by boosting their confidence to speak in English (Burhanuddin, 2021). The process allows students to learn how to work cooperatively in groups, express their ideas about various issues, and respect different arguments from their classmates (Toghroli & Afraz, 2021). On the other hand, research by Yahay & Kheirzadeh (2015), Syakur et al. (2020), Harjanti & Java (2023) state that oral Presentation affects a lot on student aspects such as attitude, material, vocabulary, fluency, and grammar. Additionally, the oral presentation also increases motivation, as well as allowing them to think critically about the use of language actively participate in presentations, competing with each other, and their attendance in English classes is nearly 99% in one semester as emphasized by Abdulloh (2018). This is evidenced by their enthusiasm and positive response to oral presentation tasks, demonstrating their zeal, enjoyment, and willingness to face the challenge of public speaking, while also embracing feedback to enhance their English language skills (Emiliyah et al., 2023).

While presentation tasks offer substantial benefits, they also come with challenges. Challenges that participants face include nervousness, group dynamics, audience, missing points, challenging content, language boundaries, and high self-expectation as the challenges the participants faced in classroom oral presentations (Mardiningrum & Ramadhani, 2022; Haryanto, 2020). Some students tend to be overly focused on preparing and delivering their presentations, thereby paying less attention to their classmates' ongoing presentations (Petrus, 2015). The most common student problems in English presentations are fear of making mistakes, and lack of



confidence, grammar, and pronunciation (Sahara, 2021). To overcome this, the teacher must find methods to train students to be more courageous in speaking.

In the realm of university students' speaking challenges, a myriad of obstacles comes to the forefront. Foremost among these is the pervasive fear of making mistakes, casting a shadow over students' confidence and hindering their willingness to actively participate in spoken communication (Grieve et al., 2021). Linguistic hurdles, such as grammar intricacies and pronunciation difficulties, further compound these challenges, impacting the fluidity of students' verbal expression (Sahan et al., 2022). Moreover, the burden of high self-expectations creates undue pressure, contributing to heightened anxiety during public speaking engagements (Waluyo & Rofiah, 2021). Beyond individual concerns, collaborative group dynamics within presentation tasks introduce a layer of complexity. Disparities in commitment levels, scheduling conflicts, and diverse linguistic backgrounds among team members can disrupt the synergy crucial for successful presentations, demanding a nuanced approach to foster effective communication skills among students. Recognizing and addressing these multifaceted challenges is imperative for educators, guiding the formulation of interventions that cultivate linguistic growth, instill confidence, and ultimately nurture adept communicators among university students.

In addressing the challenges students face in developing their speaking skills, this research delves into the critical issue of spoken communication within the context of higher education. By examining the significance of implementing oral presentations at Islamic University Jepara, the study aims to shed light on effective strategies for enhancing students' speaking abilities. The overarching goal is to provide valuable insights that educators and education decision-makers can leverage to improve teaching methods and better prepare students for real-world communication challenges. Through a focused exploration of the hurdles students encounter in public speaking and communication, this research strives to offer practical solutions to empower students in overcoming these challenges. The findings are anticipated to contribute significantly to the ongoing discourse on refining teaching approaches and fostering a more communicatively adept student body.

## **2. THEORETICAL REVIEW**

### **2.1. Literature**

The literature underscores the multifaceted nature of speaking skills, emphasizing that fluency goes beyond mere language proficiency. Harmer (2007) posits that speaking fluently necessitates not only a grasp of language features but also the ability to process information and language spontaneously. This insight challenges the conventional view of speaking as a simplistic act, highlighting the cognitive demands involved. As the researchers delve into the literature, researchers encounter a rich tapestry of concepts elucidating the intricate relationship between language proficiency, cognitive processing, and the dynamic nature of spoken communication. The researchers such as Gürbüz and Cabaroğlu (2021) and Brooks &



Wilson (2018) contribute to this discourse, offering perspectives that illuminate the nuanced dimensions of speaking skills, enriching our understanding of the challenges and complexities inherent in effective verbal communication.

Additionally, an examination of the literature uncovers a mutually beneficial relationship between language features and real-time cognitive processing, emphasizing that effective speaking involves not just linguistic skills but also the ability to think and express thoughts quickly. This nuanced understanding forms the basis for comprehending the multifaceted nature of speaking skills, paving the way for an in-depth investigation into the role of oral presentations in developing these intricate abilities.

## 2.2 Oral Presentation

Adopting the theoretical lens of Social Constructivism, oral presentations emerge as more than just platforms for conveying information they become dynamic social interactions embedded in cultural contexts. The theoretical framework proposed by Vygotsky suggests that individuals learn and grow through interactions with others and their cultural environment. As asserted by Utami (2016) and echoed by Saputro & Pakpahan (2021), Vygotsky's theory accentuates the pivotal role of cultural influences in shaping individual development. In the context of oral presentations, these interactions are not mere performances; they are social processes that facilitate cognitive development and contribute to more organized thinking, aligning with Vygotsky's insights into the importance of language and social interaction in the learning process.

Furthermore, the synthesis of literature on oral presentations elucidates the multifaceted benefits they offer. Researchers such as Vitriyati (2021) and Nizomovna (2022) delve into the positive impact of presentations on students' communication skills, fostering confidence in speaking English. The interactive nature of presentations allows students to collaboratively engage in group work, express their ideas, and navigate diverse perspectives, as evidenced by the findings of Toghroli & Afraz (2021). This theoretical exploration lays the groundwork for understanding oral presentations not only as pedagogical tools but as transformative social processes that contribute to students' cognitive and communication (Nizomovna, 2022).

## 2.3 Speaking skill

Examining the literature on speaking skills at the university level unveils a comprehensive set of key indicators, each playing a crucial role in determining proficiency. Kurnia (2016) emphasizes the multifaceted nature of speaking proficiency, encompassing vocabulary usage, grammatical accuracy, structural coherence, and comprehension. This comprehensive framework allows for a holistic understanding of the various dimensions that constitute effective speaking skills.

In tandem, the insights offered by Hammad (2020) accentuate the significance of grammar proficiency, clear pronunciation, and the use of precise language. The



interplay of these factors is instrumental in enhancing communication and audience comprehension. As we navigate the literature, it becomes evident that university-level speaking skills are not isolated components but an intricate interplay of linguistic, structural, and comprehension elements. By synthesizing these varied perspectives, we lay the groundwork for a nuanced exploration of the factors influencing speaking skills and, consequently, the potential impact of oral presentations on their enhancement (Haryanto & Melinda, 2022).

In the context of improving university-level speaking skills through oral presentations, the key factors to consider encompass aspects highlighted by both Kurnia and Hammad. Kurnia emphasizes essential components such as vocabulary usage, grammatical accuracy, structural coherence, and comprehension, among others. Meanwhile, Hammad underscores the importance of grammar proficiency, clear pronunciation, and the use of precise language to enhance communication and audience comprehension.

### **3. METHODS**

#### **3.1. Design**

This research utilizes a qualitative approach, specifically adopting a case study method. Qualitative research methods are often referred to as naturalistic research (Sugiyono, 2019). In this study, we employ a case study to thoroughly examine the interaction between the environment, circumstances, and the research unit in the field (Suyitno, 2021). This approach is chosen to gain a profound understanding of how oral presentations contribute to enhancing students' speaking abilities. Using the qualitative method allows for a natural and in-depth exploration in this context.

#### **3.2. Data and Sources of Data**

This research was conducted at Nahdlatul Ulama Islamic University in Jepara, where 28 fifth-semester students from the Language Assessment class participated in the study. Researchers use Simple Random Sampling (Amin et al., 2023) because they are selected which deals with a sample of 33 students from the fifth semester selected among a whole population of nearly 60 students from the fifth semester in the English Department. They were selected as participants because they were at a suitable stage of their academic journey, and they had experience in participating in oral presentations as part of the Language Assessment course. Therefore, this research aims to understand the impact of the implementation of oral presentations on students' speaking skills in the educational environment.

#### **3.3. Data Analysis Techniques**

The research employs a variety of instruments to collect data. Firstly, observations are conducted based on the approach mentioned in Ati & Parmawati (2022) to enhance the analysis of the observational research. This involves the use of field notes to document student engagement during oral presentations. Secondly,



interviews, adapted from Riadil (2020), are utilized to capture the opinions and experiences of students concerning their oral presentations. Lastly, a rubric specifically designed for oral presentations is applied. The Scoring Rubric for Speaking Skills of Oral Presentation adapted from Ningsih et al. (2023) & Helmanda & Nisa (2018) is used to evaluate the students' speaking skills during oral presentations.

The data analysis technique employed, following Miles and Huberman's model, encompasses three essential phases as outlined by Saleh (2017). Firstly, data reduction involves the critical process of selecting, focusing, simplifying, abstracting, and transforming the data derived from written field notes or transcriptions. Secondly, data display goes beyond reduction, organizing the information in a concise yet comprehensive format, allowing for effective conclusions and potential actions. This presentation can take various forms, such as textual excerpts, diagrams, charts, or matrices, which offer alternative perspectives and arrangements of the textual data. Lastly, the phase of concluding involves a reflective step-back, aiming to discern the interpretation of the analyzed data and evaluate their relevance to the core research questions.

The research methodology involved the researcher conducting field observations and making detailed records during each oral presentation session. Simultaneously, the researcher assessed the participants' speaking abilities during these presentations, utilizing a predefined rubric as a reference tool. Furthermore, to attain a more comprehensive understanding, the researcher conducted individual interviews with each student who had partaken in the oral presentations. The collected data will be analyzed to discern the role of oral presentations in enhancing speaking abilities, ascertain students' perspectives concerning the efficacy of oral presentations for improving speaking skills, and identify the challenges experienced during these presentation sessions.

#### **4. FINDINGS AND DISCUSSION**

Teaching strategies are constantly changing the educational environment to guarantee that students have a positive learning experience. Oral presentations, in which students have the chance to speak in front of an audience to hone their speaking skills and improve their communication talents, are one approach that draws more and more attention as stated by Waluyo & Rofiah (2021).

The primary objective of this research is to examine the role of oral presentations in enhancing students' speaking proficiency. The study delves into students' perspectives on the effectiveness of this method, analyzes potential positive impacts, and identifies challenges that may arise during presentation sessions. Utilizing a comprehensive approach involving observational data, interviews, and rubric evaluations, this study provides a thorough understanding of how oral presentations serve as a potent tool for the development of students' speaking skills. Delve into the three key focal points central to this research.



#### 4.1 The Role of Oral Presentations in Enhancing Speaking Abilities

This research delves into the role of oral presentations in improving students' speaking abilities. The observations reveal variations in students' oral presentations, involving understanding of the material, response to questions, language usage, presentation smoothness, and group collaboration. Despite some imperfections, oral presentations prove effective in enhancing material understanding, language application, and group dynamics. The study involves a fourteen-session oral presentation assignment in the Language Assessment course. Steps, such as learning contracts, group assignments, material provision, scientific article creation, and presentation, are detailed with the aim of helping students speak more clearly and effectively when presenting their work.

The results of the observations sheet show variations in the appearance of the student's oral presentation. Material understanding ranges from very good to requiring further improvement, while the ability to answer questions indicates varying success rates, especially when questions are complex. The use of language reflects the diversity of student skill levels, creating opportunities for more tailored learning strategies. The smoothness of the presentation ranges from good to some inefficiency, while group collaboration shows variations in the level of balance and coordination.

In essence, the observations provide a mature picture of the role of oral presentation in the development of student speech skills. Material understanding, response to questions, language usage, smooth presentation, and group collaboration are the key elements that focus. An in-depth analysis of these elements can be the basis for improvements and more effective interventions in the context of oral presentation learning in this educational environment.

The learning conducted a fourteen-meeting oral presentation assignment for one semester in the Language Assessment class. The elucidation of the study contract, group assignment, material provision, and scientific article presentation are a few of these procedures. This method seeks to help students speak more clearly and effectively while presenting their work.

The procedures for bringing oral presentations in the Language Assessment class are outlined below: (1) Learning Contract, in the first meeting the instructor explains the learning contract to the students; (2) Grouping, the students are divided into groups with a designated presentation order throughout the semester; (3) Material Assignment, each group is assigned material (according to RPS) and a presentation order; (3) Scientific Article Writing, the students are tasked with creating a scientific article based on their assigned topic; (4) Group Presentation, each group presents their article in the assigned order; (5) Instructor Feedback, after the presentation, the instructor provides feedback and explains specific points; (6) Article revision, the students revise their articles and resubmit them; (7) Journal Upload, revised articles are uploaded to the journal site; (8) Assessment and final test Replacement, if accepted by the journal site, the grade can replace the Final Semester



Exam (UAS); (9) Time Limit, each group has a maximum time limit for article creation, specifically before the Midterm Exam (UTS).

In the analysis of the observation sheets, several interesting findings can be identified. First and foremost, in terms of understanding the material, oral presentations play a central role in enhancing students' understanding of the presented material. Although some presenters may experience difficulties in organizing the material effectively, overall, it appears that oral presentations successfully teach the material.

To facilitate a comprehensive exploration, students are initially tasked with creating articles, fostering a deeper understanding of the subject matter. This preliminary step not only engages students in the material but also serves as a platform for practicing pronunciation and expanding their vocabulary. The responsibility of crafting an article instills a sense of commitment, prompting students to prepare more diligently for their subsequent oral presentations.

Assigning students the responsibility of delivering presentations tends to result in better preparation. The inherent responsibility prompts students to thoroughly prepare for the presentation, contributing to a more successful and engaging oral delivery.

Next, regarding the ability to explain the material, observations show that the majority of presenters can provide clear and structured explanations. This indicates that consistent use of oral presentations can improve presenters' ability to convey information in a way understandable to the audience.

In terms of responding to questions, the findings show variation. Some presenters may be more responsive and able to answer questions well, while others may face challenges in responding sharply and accurately. Therefore, there seems to be a need for additional focus on developing the ability to respond to questions during presentation rehearsals.

Language use, presentation fluency, and group collaboration are also highlighted in the observation sheets. The results indicate that the appropriate use of language can enhance audience appeal and understanding, while presentation fluency can create a more dynamic and effective atmosphere. On the other hand, group collaboration plays a crucial role in designing a balanced and informative presentation.

Overall, the findings from the observation sheets provide a deep understanding of the positive role of oral presentations in improving students' speaking abilities. Although there is variation in each observed aspect, consistently, oral presentations prove to be an effective tool in achieving the goals of developing students' speaking skills.



#### **4.2. Students' Perspectives on the Efficacy of Oral Presentations in Improving Speaking Skills**

This section delves into the perspectives of students regarding the impact of oral presentations on their speaking abilities. Qualitative insights reveal that students perceive oral presentations as a practical means to understand the structure of the English language. They express that through preparation and delivery, they can apply grammar rules, especially in terms of tense usage and sentence structure. Students also emphasize that each presentation provides an opportunity to explore new words, enrich their vocabulary, and feel more confident in presenting ideas verbally.

In exploring students' understanding of the role of oral presentations, the findings suggest that they view it as a practical means to comprehend the structure of the English language. Most students stated that through the process of preparing and delivering presentations, they could apply grammar rules, especially in the use of tenses and sentence structures. In line with that, students also emphasized that each presentation provides an opportunity to explore new and more varied words. They felt that finding the right words to convey ideas orally helped enrich their vocabulary.

The majority of students stated that oral presentations significantly contribute to understanding the structure of the English language, particularly in terms of using tenses and sentence structures. One student expressed, “Ketika saya menyusun dan menyampaikan presentasi, saya benar-benar terlibat dalam menerapkan aturan tata bahasa, dan ini membantu saya memahami konsep-konsep yang sebelumnya sulit.”

Through the experience of oral presentations, many students highlighted that it helps them engage in the use of richer vocabulary. A respondent stated, “Setiap presentasi memberi saya peluang untuk mengeksplorasi kata-kata baru dan lebih bervariasi. Saya merasa presentasi membantu memperkaya kosakata bahasa Inggris saya.”

During oral presentations, in the context of expressing ideas or materials, students assert that such presentations are profoundly beneficial to them. They acquire the skill to employ language that aligns with a specific audience, atmosphere, and topic, ultimately enhancing the effectiveness of their message delivery. Moreover, students develop a heightened sense of confidence in comprehending the objectives of other speakers and responding appropriately. They posit that this experience contributes to increased focus and responsiveness to the content presented by their peers.

However, it is worth noting that despite these benefits, some students feel less confident and lack assurance. This sentiment stems from concerns that the material they present may not align with the expectations of the instructor. Nevertheless, these students demonstrate resilience by actively seeking relevant references to enhance the quality of their presentations. Amidst these concerns, a direct quote from a student states, "Sebenarnya, Saya merasa tidak percaya diri karena saya takut materi yang saya presentasikan kurang sesuai dengan harapan dosen, karena dosen kurang memberi informasi terhadap sumber belajar yang bisa digunakan dalam pembuatan



artikel." Despite these concerns, students, overall, express increased confidence in understanding the goals of other speakers and responding appropriately. They perceive that this experience helps them become more focused and responsive to the content of their classmates' presentations.

Through oral presentations, students are also taught to use verbal and non-verbal strategies in communication. This includes the use of body language, voice intonation, and word selection to address communication disturbances. In the context of English voice features, students stated that oral presentations helped them understand pronunciation and intonations. They learn how to adjust the tone of the voice so that the message is delivered more clearly and attractively.

Lastly, students highlight the support provided by oral presentations in building conversations and composing cohesive oral texts. They learn how to structure presentation materials to be more organized and easily understood, which then contributes to their ability to communicate effectively.

Overall, students' perspectives on oral presentations in developing speech skills reveal numerous positive responses. The majority of them claim to be able to increase their vocabulary, improve pronunciation, and enhance accuracy. The training in the use of non-verbal and verbal communication strategies is also emphasized.

#### 4.3. Identify The Challenges Experienced During These Presentation Sessions.

This section aims to detect and discuss the challenges faced by students during presentation sessions. A single assessment rubric encompassing accuracy, fluency, content, and presentation was employed. The collective average scores of students on this rubric amounted to 20 out of 25, signifying predominantly satisfactory performance. The breakdown of the scores for individual students is detailed in the table below:

Table 3.3.1 *The Result of Scoring Speaking Skills Rubric for Oral Presentation*

Participants	Accuracy	Fluency	Content	Presentation	Total
1	10	10	20	10	50
2	20	15	25	20	80
3	20	25	20	15	80
4	25	25	25	20	95
5	20	15	20	20	75
6	20	25	25	20	90
7	15	20	20	20	75
8	25	20	25	25	95
9	25	20	20	20	85
10	10	15	20	20	65



11	25	25	25	20	95
12	20	25	20	20	85
13	20	20	15	15	70
14	15	15	25	25	80
15	20	10	20	10	60
16	20	20	20	15	75
17	25	20	20	20	85
18	15	20	25	25	85
19	20	20	20	20	80
20	20	15	20	20	75
21	25	20	25	25	95
22	20	25	25	20	90
23	20	20	20	20	80
24	20	20	25	20	85
25	20	25	20	15	80
26	20	25	15	15	75
27	25	10	20	20	75
28	20	15	20	20	75
29	20	15	15	10	60

Specifically, the primary challenges identified revolve around accuracy and fluency. Some students face difficulties in maintaining precision in language usage, especially in grammar and appropriate vocabulary selection. These challenges may stem from a lack of confidence or a deep understanding of the presented material. While most students can deliver the material smoothly, some encounter obstacles in using proper intonation and fluency, impacting the attractiveness of the presentation. Some students, such as Participant 1, may face challenges in maintaining grammatical accuracy, as reflected in low scores on accuracy criteria. Meanwhile, challenges in speaking fluently can also be a hurdle, as experienced by some students, including Participant 13, who are very nervous during presentations, resulting in stuttering and obtaining low scores in fluency criteria.

In examining the content of presentations, it is clear that some students struggle to smoothly incorporate material, leading to confusion in delivering their message. This highlights the importance of ensuring that presentation content is strong and relevant. While students like Participants 8, 11, and 21 excel in presenting substantial material, others, such as Participants 1 and 10, find it challenging to integrate their content cohesively. In interviews, they attributed this challenge to a lack of notification about learning resources provided by the lecturer in material research.

Lastly, in the aspect of presentation, students show progress in the use of body



language and voice intonation. However, some still need to improve their ability to communicate effectively with the audience. Challenges in the presentation aspect also arise, evident from low scores on presentation criteria, especially for students who may need to further develop their skills in using body language and voice intonation.

Through this single assessment rubric analysis, we pinpoint challenges predominantly in accuracy and fluency. However, students manifest excellence in content and presentation. Development recommendations for the future include more practical exercises in maintaining grammatical accuracy and improving speaking fluency. With this understanding, it is expected that students can overcome these challenges and continue to develop their oral presentation skills.

## 5. CONCLUSION

The research has provided valuable insights into the role of oral presentations in enhancing students' speaking abilities. Through a fourteen-session oral presentation assignment, the study observed variations in material understanding, response to questions, language usage, presentation smoothness, and group collaboration. While challenges exist, oral presentations have proven effective in improving material understanding, language application, and group dynamics. The detailed procedures involved in the assignment, from learning contracts to article revisions, aim to foster clear and effective student presentations.

Exploring students' perspectives on oral presentations revealed that they perceive them as practical tools for understanding the English language's structure. The process of preparing and delivering presentations enables the application of grammar rules, enriches vocabulary, and boosts confidence in verbalizing ideas. Despite concerns about meeting instructor expectations, students express increased confidence and improved communication skills, both verbal and non-verbal, through oral presentations.

In identifying challenges during presentation sessions, the study found that issues in accuracy and fluency persist. Some students face difficulties in maintaining grammatical accuracy and fluent delivery. Content integration poses a challenge for certain presentations, emphasizing the need for robust and relevant substance. Recommendations include practical exercises to improve grammatical accuracy and speaking fluency.

In conclusion, oral presentations play a pivotal role in developing students' speaking skills, providing a platform for practical language application, vocabulary enrichment, and enhanced communication abilities. While challenges exist, the findings contribute valuable insights for refining teaching methods and fostering a more communicatively adept student body. Future efforts can focus on addressing specific challenges identified, ensuring a more comprehensive and effective approach to oral presentation learning.



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