

The Impacts of Oral Presentation on Politeknik Kota Bharu Students' English-Speaking Skill

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Abstract. In English language learning, speaking is considered one of the crucial skills that need to be developed for effective communication. Nevertheless, some students do not perform well during the presentations though they have spent effort and time on their presentations. Hence, the objective of this study is to explore the impact of oral presentations on Politeknik Kota Bharu students' speaking skills. This study adopted a quantitative method and involved 54 respondents who answered online questionnaires for data collection. The data was gathered and analyzed via Statistical Package for the Social Sciences (SPSS) version 25. Based on the findings, oral presentation has impacted the students positively in many aspects of language learning which have recorded a very high mean score. Therefore, educators need to provide a supportive learning environment, offer constructive feedback, and incorporate a variety of speaking activities to enhance students' speaking skills effectively.

Keywords: English Language, Oral Presentation, Speaking Skill

INTRODUCTION

In Malaysia, polytechnics are one of the most chosen higher learning institutions by most SPM leavers to further their studies. Moreover, polytechnics are specialized in programs related to engineering, business, computer science, and management to fill in the semi-skilled labor in our country [5]. It is further elaborated that most of the students who chose this platform are usually those individuals who did not manage to be offered in other Public Higher Learning Institutions in Malaysia including the public universities.

Just like other higher learning institutions or universities, polytechnics also offer English Language courses for their students. In English language learning, speaking is considered one of the crucial skills that need to be developed for effective communication [17], and to acquire the skill, an oral presentation is used to improve speaking skills. During the oral presentation, they are asked to regularly present their arguments, ideas, and opinions which will improve their oral presentation skills and help them in the future when they have graduated [8].

In contemporary language education, there exists a growing interest in the role of oral presentations as a pedagogical tool for enhancing students' speaking skills. Therefore, there is a need for comprehensive research to assess the direct impacts of presentation-based learning approaches on students' speaking proficiency. In a study done by Majamin [14], students can practice using the English language in a real-world learning setting and encourage independent learning through presentations. This study aims to investigate the specific effects of oral presentations on the development of speaking skills among Politeknik Kota Bharu students, such as vocabulary use, sentence structures in English, and overall communicative competence. By identifying the strengths and limitations of presentation-focused language instruction, this research seeks to provide valuable insights that can inform language teaching methodologies and contribute to the ongoing discourse on effective language acquisition strategies.

LITERATURE REVIEW

English Speaking skills

In comparison to other languages, English is one of the easiest languages to learn, and among those four skills: speaking, writing, reading, and listening, speaking, and writing are the most necessary skills in having effective communication [1]. Not just that, to ensure the conversation can be understood, the speaker needs to know how to speak properly as to be effectively speaking, is a crucial skill not only in schools but as well as in professional life and it helps individuals to be successful in many life aspects [19], especially for the students who are furthering studies in their tertiary levels.

To identify the level of speaking skills among undergraduate students, Kamal J I Badrasawi et al. [12] conducted research entitled 'English Language Speaking Anxiety, Self-Confidence and Perceived Ability among Science and Technology Undergraduate Students: A Rasch Analysis'. The main objective of this paper was to analyze three elements related to English oral communication which are speaking anxiety, ability, and self-confidence. This study involved Science and Technology undergraduate students who are currently still in their 3rd and 4th-year students, and they are all from three different public universities. Based on the results, they showed that they were having speaking anxiety, had low self-confidence, and regarded themselves as having good ability in English oral communication. It is further explained that this study has found that students are still in need of English oral communication training as they are only confident when they talk about familiar situations.

Moreover, there was also a study conducted particularly explored the main problems that speakers have when they are doing oral communication, and this study entitled 'Oral Communication Problems Encountering English Major Students: Perspectives of Learners and Teachers in Palestinian EFL University Context' has been explored by Abedrabu Abu Alyan [2]. This study involved 20 students and six senior teachers from a Palestinian university in Gaza. The findings have found that the main issues of oral communication are insufficient vocabulary, inaccurate pronunciation, and a shortage of exposure to the language. Not just that, it is also found that the reason why they were unable to express their ideas properly is due to their inability to involve themselves with reading and listening.

The Impacts of Oral Presentation

Students need to go through a comprehensive practice for them to successfully perform oral communication and one of the best initiatives is by performing oral presentations [24]. In learning the English language, the learners need to perform oral presentations as one of the strategies for enhancing language proficiency among the learners of a second language [20]. It is further elaborated that any language learners must have a real situation conversation so that they learn how to express themselves and enhance their oral performance.

To know the impact of the oral presentation on English language learners, Hammad [11] has conducted research entitled 'The impact of oral presentations on Al-Aqsa University EFL students' speaking performance, speaking anxiety and achievement in ELT Methodology. This study aimed to examine the efficacy of oral presentation in developing speaking performance and reducing the level of speaking anxiety in English as a Foreign Language (EFL) students at Al-Aqsa University. The researcher used four distinctive instruments in seeking data which were the standardized speaking test, open-ended questionnaires, speaking anxiety questionnaires, and achievement test. The findings showed that the oral presentation improved the performance of the students and assisted them in reducing their speaking anxiety while making oral communication. This is also in line with the study conducted by Riadil [23] which asserted that students would improve their performance in language learning as they master good oral presentation skills.

Another study done by Katemba [13] claimed that students learn vocabulary better by performing oral presentations. This is because they become more engaged when presenting and use the vocabulary easily. With regards to the effects of oral presentation on students' improvement in the tenses and sentence structures in English, Hammad [11] in her study asserted that the implementation of oral presentation has helped students in their language learning. This is because the students have learned the grammatical systems of the English language through presentations. They managed to produce correct sentences and perform their oral presentations successfully.

Similarly, another research also explored the implications of oral presentations. Amir [4] in a study entitled 'Implications of Oral Presentation for Fostering Learners' Autonomy: A Case Study with Saudi Learners Major in English as A Foreign Language' has found that oral presentations have positively affected their motivation in

learning English, enhancing their confidence and self-esteem and encouraged them to become an active learner. The main objective of this investigation was to explore the impact of oral presentation by fostering their autonomy and this study was done using qualitative methodology. This study involved 15 participants who were English as a Foreign Language (EFL) students at Najran University, and they were interviewed using a focused group investigation.

An additional investigation carried out by Akanda et al. [3] to explore the role of oral presentations in developing learner proficiency in speaking English claimed that the findings demonstrate the significance of oral presentations in the advancement of tertiary-level students' speaking abilities. Most students agreed that practicing oral presentations makes them better presenters. Accordingly, Astuti & Rohim [6] also found that students will acquire the speaking skills necessary to interact with others when they learn how to provide effective oral presentations. Furthermore, it will be the most efficient method of assisting students in honing their skills.

Oral presentations offer several key benefits that can significantly impact motivation. This is because the students giving the presentations are free to determine what they want to discuss, what linguistic elements to utilize, and how they will break down the subject for their peers. A well-scaffolded presentation can provide several possibilities for students to enhance their English in a setting where they are both teachers and learners, with little to no assistance from the teacher [7]. In line with this, Putri [22] found that students get new experiences through oral presentations, and when audience members ask questions about the subject, they may feel inspired to talk more. They would gain greater confidence and learn how to conduct a formal conversation in front of others by employing this strategy.

METHODOLOGY

This study adopted a quantitative method to gather the data. One of the advantages of this type of methodology is the results can be generalized to the whole population due to the involvement of the random participants in a larger sample [15]. Thus, the researcher has decided to use online questionnaires as it is much easier and faster (Nayak & Narayan, 2019) for the researcher to run the survey.

This study involved 54 first-semester students from Session 2(2021/2022) in Politeknik Kota Bharu as respondents who were chosen based on simple random sampling. The questionnaire was constructed using the Google Form application and it was based on two different research papers by Ngoc and Dung [17] and Phuong [21]. The questions were set into three different segments which were Section 1, Section 2, and Section 3.

For Section 1, the respondents were requested to fill in the demographic information and for Section 2, the students were asked to choose the factors that they think could be the reason for their difficulties in doing the oral presentation. Finally, for Section 3, the students were given Likert Scale questions that are related to the impacts of an oral presentation on their speaking ability in the English language. In this section, they were asked about six different statements that are related to the research objective. Then the data was gathered and analyzed via Statistical Package for the Social Sciences (SPSS) version 25. The reliability for all the items was identified with the Cronbach Value of all items being $\alpha = 0.957$. According to George and Mallery [10], Cronbach's Alpha value above 0.90 indicates excellent internal consistency, above 0.70 is good, above 0.60 is questionable, above 0.50 is poor, and below 0.50 is unacceptable. Therefore, the items are reliable for this study. Furthermore, the mean value for each construct was calculated to identify whether they each had a low, medium, or high position by referring to Oxford and Burry-Stock (1995), (refer to Table 1 below).

TABLE 1: Mean Range Criterion (Oxford & Burry-Stock,1995)

Range (Mean Score)	Level
3.5 – 5.0	High
2.5 – 3.4	Medium
1.0 – 2.4	Low

FINDINGS

The analysis showed that oral presentation exposes the students to the grammatical system of the language including tenses and sentence structures with $M=4.11$, $SD=0.816$ while oral presentation helps the students to develop English vocabularies recorded $M=4.22$, $SD=0.833$. Other than that, the analysis for the third item which is “Oral presentation improves my performance in language learning” reached a high level of mean score with $M=4.02$, $SD=0.921$. For the following item, respondents stated that oral presentation teaches them on how to outline the conversation and produce better-spoken text with $M=4.13$, $SD=0.912$. Finally, the last two items in the questionnaire recorded the highest mean score which is 4.26 , $SD=0.757$. Overall mean stated a very high level of the impacts of oral presentation on students’ speaking skills. Table 2 below shows the mean and standard deviation of the impacts of oral presentation.

TABLE 2: The Mean and Standard Deviation of the Impacts

Items	Mean (M)	Standard Deviation (SD)
Oral presentation makes me learn the grammatical system of the English language including tenses and sentence structures	4.11	0.816
The oral presentation helps me to develop English vocabulary	4.22	0.883
Oral presentation improves my performance in language learning	4.02	0.921
The oral presentation teaches me how to start, develop, and close a conversation and produce better-spoken text	4.13	0.912
Oral Presentation helps me to know how to express ideas using the appropriate language for the audience, setting, and topic	4.26	0.894
Oral Presentation increases my motivation to learn English	4.26	0.757
Cumulative mean	4.17	0.864

DISCUSSION AND CONCLUSION

Based on the data analysis, it is discovered that using oral presentation will affect the students positively in their English vocabulary, conversation, motivation, ability to express ideas properly, and strategically fix the communication breakdown. However, the major impact shown in the study is the ability of the students to express their ideas properly.

This study has similar results to what Hammad [11] found in the study which stated that due to oral presentation, the students are now able to do their performance better and their motivation has increased. Amir [4] also stated that having an oral presentation will also improve the confidence level and be more motivated and this explains why the first-semester students in Politeknik Kota Bharu can express their opinions better.

In conclusion, based on the objective of this study which is to explore the impacts of oral presentation on the students’ speaking skills it has been found that oral presentation has benefited the students in many aspects of language learning. These results will assist the polytechnic institutions in identifying the mechanism to help their students have better skills in English oral presentation. Through a comprehensive analysis of various aspects such as fluency, pronunciation, vocabulary use, and overall communicative competence, it becomes evident that oral presentations serve as a valuable pedagogical tool in fostering language proficiency. The positive effects observed in our research underscore the significance of integrating presentations into language education curricula. Hence, this study will also enhance the viewpoint of other educators in comparing the impacts that affected polytechnic students and other public university students.

The practice of presenting not only enhances students’ ability to articulate ideas effectively but also contributes to the refinement of pronunciation and fluency. The contextual use of vocabulary in presentations promotes vocabulary expansion, and the engagement in structured communication during presentations facilitates critical thinking skills. Moreover, the collaborative and interactive nature of presentations encourages peer collaboration, creating a dynamic learning environment.

However, it is essential to acknowledge the need for a nuanced approach to incorporating presentations into language instruction. While presentations offer numerous benefits, challenges such as anxiety or lack of preparation can impact their effectiveness. Therefore, educators should consider implementing supportive strategies, providing constructive feedback, and creating a positive learning environment to optimize the benefits of presentation-based learning.

As we reflect on the outcomes of this study, it becomes clear that oral presentations play a pivotal role in language learning, aligning with the evolving landscape of effective language teaching methodologies. The insights gained from this research contribute to the ongoing dialogue on optimizing language acquisition strategies and underscore the importance of integrating presentations into language education for the holistic development of students' speaking skills. Nevertheless, to improve the research in future studies, it is recommended that future researchers expand their number of participants and use more than one polytechnic institution to have a wider understanding of the effects of oral presentations on students' speaking skills. Moreover, future researchers may also research other aspects such as the contributing factors and the ways to improve students' speaking ability.

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