



STUDENTS' PERCEPTION ON DEVELOPING ENGLISH SPEAKING ABILITY THROUGH ONLINE ENGLISH FOR PRESENTATION CLASS

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ABSTRACT

This study discusses Students' Perception on developing English speaking Skill through Online English for Presentation Class. The study aims to investigate the students' perception on the use of voice, the presentation structure and signposting in English for Presentation Class. The data used in this study were collected from students' perception on their experience during their engagement in English for Presentation conducted in an online class. The participants involved as the participants in this study were those taking online English III as a compulsory subject course in a private higher educational institution in Bandung Indonesia. The results show that all students have positive perception towards the employment of using voice—word stress, sentence stress, intonation, chunking—the presentation structure, and signposting. Furthermore, through English for Presentation Class, students who still have low level of English speaking ability perceive positively that the practice of these activities help them develop their English Speaking ability and conducting an online class for English Presentation still receives good responses from the students.

Keywords: *using voice, the presentation structures, signposting, English for Presentation*

INTRODUCTION

The ability to speak English in this era is inevitably to be required by those who are interested in a part of global society. They interact and communicate with other people from different countries to exchange ideas, needs and goods by using English as a global language which is the most widely spoken language in very different contexts in the world and is recognized in every country in the world (Crystal, 1997).

To prepare learners studying in higher educational institution to be ready get involved in a global society, one of subject courses given is English for Presentation. The subject course provides an opportunity for students to practice their English speaking skills through presenting. They learn and practice how to present a topic or a discussion confidently and effectively so that this experience gained in the class can be useful for them as a skill needed when they look for a job, become self-employed, or work in an institution or company.



As students' ability levels vary, especially in English speaking skills. In English for Presentation class, to maximize those who are already fluent in English and to improve those who are less fluent, presentation skills are practiced. The skills are ability to deliver a clear structure of presentation, signposting, and managing non-verbal communication (voice, eye contact, facial expression etc.) and their English speaking skill. A clear structure of presentation consists a set of presentation stages used as a guidance for students when performing a presentation. Every stage is learned and practiced and how they select and use English expressions of each stage in their presentation. The use of presentation stages aimed to help students to deliver their presentation systematically and effectively. The use of signposting is also applied to be included as a part of Presentation skills. Signposting is simple phrases, or clauses to guide the audience through a presentation. Next, the use of voice such as stressing words, intonation in delivering a presentation involving plays an important aspect as the tone of voice receives around 35% in successful communication (Mehrabian, 1971).

Practicing English speaking in an online class has its own challenging for teacher and students to go through teaching and learning activities. The teacher needs to design learning activities appropriate to develop students' speaking skills in an online class so that their activities can help both teacher and the students to meet the aim of the lesson at the end of the term. A study from Sukmiarni (2022) identifies the most preferred online learning activities in an online learning platform and types of learner styles taking General English Course as an obligatory course in two classes in a private higher educational institution and the results show that doing practices or exercises, conducting virtual meeting and watching videos are the most preferred online learning activities whereas their social learning styles in online learning tend to be more dependent, collaborative and participative. Therefore, designing relevant learning activities needs to be taken into account by teachers and be aware of students' social learning styles in online learning.

A study related to the use of voice: stressing words, and intonation was conducted by Saito and Saito (2017) investigating in depth the effects of suprasegmental-based instruction on the global (comprehensibility) and suprasegmental (word stress, rhythm, and intonation) development of Japanese learners of English as a foreign language (EFL). The findings provide empirical support for the value of suprasegmental-based instruction in phonological development, even with beginner-level EFL learners with a limited amount of second-language conversational experience. Next, A study of chunking was conducted by Bustamante (2019) investigating how Chunking Language is perceived by online EFL learners and analyzing how this strategy enriches the learners' vocabulary acquisition. One of the results shows that Chunking Language



in the module as a vital strategy, important in language learning. Next, a study related to Speaking English in Presentation Skills in online class is from Sukmiarni (2022) investigating the use of voice: stressing (word stressing and sentence stressing), speech chunk (chunking and pausing), and intonation in students' speaking skill contributing to the students' confidence in their English presentation.

From three studies above, the discussion demonstrates that the use of voice stressing (word stressing and sentence stressing), speech chunk (chunking and pausing), and intonation in students' speaking skill is useful because these give a positive contribution to the students' self-confidence. Therefore, the present study develops the previous study (Sukmiarni, 2022) that only focused on the use of voice in Speaking English for Presentation in building students self-confidence to speak English. The present study includes the use of voice and presentation skills to develop students' English speaking skills and investigate students' perception towards the use of these skills.

LITERATURE REVIEW

One of presentation skills is delivering a clear structure of presentation. It contains a set of presentation stages as well as the English Expression for each stage. A clear structure of presentation contributes to the success of a presentation (Powell, 2002). Commonly in delivering speech, the structure of presentation consists of the introduction, the body and the conclusion or it is called the story message (Harrington, and LeBeau, 2009). Each the part of the structure comprises of stages as well as the English expression. When delivering the presentation applying these structure as well as the stages, using of signposting is very helpful to make the message conveyed to audience clearer. Signposting can be simple phrases or sentence to guide the audience when you move to the next point or change direction in order that the speaker is able to deliver the message of the presentation easily and effectively (Powell, 2002).

Another presentation skills is using of voice, It is more on the use of pronunciation and it is the inclusion of non-verbal communication in delivering presentation. Sounds, speech chunk (chunking and pausing), stress (word stress and sentence stress), intonation, connected speech, vocal features, voice quality are essential pronunciation features (UTS: HELPS, 2016). Pronunciation is as the method of producing certain sounds (Richards and Rihard, 2002) and it is the way a language is spoken and a word is pronounced, and the way a person speaks the words of a language (Hornby, 1995:928). Next, pronunciation is the way of uttering a word in an accepted manner (Otlowski, 1998). In this current study, the tree features of pronunciation namely, speech chunk (chunking and pausing),



stress (word stress and sentence stress), intonation, are practiced as a part of Presentation skills in English for Presentation Class.

Chunking is a parsing technique categorizing words in a sentence to the functions noun, verb and others (Gobet, Lloyd-Kelly, and Lane, 2016). Pausing and chunking is very important communication tools for both listeners and speakers and these divide speech into 'pieces' or 'chunks'(UTS: HELPS, 2016: 32). Furthermore, the use of pausing and chunking for speakers and listeners is to communicate a thought or idea, or to highlight important information and the simplest and most effective way to 'package information' so that this makes it easier for listeners to understand. The use of a speech chunk can be a word, a phrase or a whole sentence by pausing – moments of silence, sometimes very short, slowing down, and giving strong stress on the last key word in the chunk (p.32). The use of pausing in delivering a presentation is as a signal when speakers are introducing a new topic and at the end of one section, and also before you begin a new one (p.33). Furthermore, delivering presentation or speech without pauses and speech chunks can confuse the listener with 'too much information', and consequently they may feel 'lost' the intended information or message from the speaker.

Next, another essential pronunciation feature is stressing. Stress and rhythm are the backbone English pronunciation (Sole, Maria-Josep,1991). It is also one of the most important speech tools used by English speakers to communicate meaning (UTS:HELPS, 2016: 22). It is intended for English speakers to use stress to emphasize important information they think. Furthermore, every English word with more than one syllable or word part has a stress pattern and this can be checked in a dictionary which syllable is stressed. In addition, the English stress system is the CONTRAST between stressed and unstressed syllables, stressed and unstressed words.

Next, intonation, the last pronunciation feature used in this study, refers to the melody of speech' (Wells, 2006). It is "a layer of meaning beyond words and helps speakers communicate meaning through the rise and fall of the voice" (UTS:HELPS, 2016: 60). Furthermore, the patterns of rise and fall are called as 'tones'. The different tones are used in grammatical meaning (e.g. different tones for types of questions), status of information (e.g. main or subordinate, finished or unfinished), attitude (e.g. whether we're certain or not, have doubts or reservations) , feelings (e.g. whether we're confident, happy, enthusiastic, sad, bored, etc.) relational (e.g. how 'open', friendly or 'closed' we are towards a listener, or to communicate empathy or shared feeling). Intonation employs the contrast of the voice movement "Up" and "down". Therefore, the use of voice-speech chunk (chunking and pausing), stress (word stress and sentence stress), intonation include as a part of presentation skills that students have to practice and acquire these well.



STUDY DESCRIPTION

PARTICIPANT

This study was conducted in a class in a higher educational institution in Bandung. The participants are 17 university students and they were learning English 3: English for Presentation as an obligatory subject course. The data was taken by the end of May 2023 and numbers of the participants are 7 female and 10 male students.

INSTRUMENT AND METHOD

A simple set of questionnaires was distributed to all the participants. The questionnaire used in this study is close ended questions. Criteria of the questionnaire asked were students' responses towards the use of voice, and presentation structure, signposting and online class. The data from questionnaires were collected and analyzed quantitatively and qualitatively.

RESULT AND DISCUSSION

The data from questionnaire was used to identify students' perception towards the use of voice (the table 1), the presentation structure and signposting (the table 2) can develop their English speaking ability in English for Presentation class. Besides, students' perception towards the level of English speaking Ability is indicated in the table 3 whereas table 4 shows students' perception on using voice, the presentation structure and signposting can help develop English speaking ability.

Table 1. The percentage (%) of students' Perception towards the use of Voice—word stress, sentence stress, intonation and speech chunk.

	Very agree	Agree	Rather agree	doubtful	Very disagree	disagree	Rather disagree
Word Stress	71	29	-	-	-	-	-
Sentence stress	71	29	-	-	-	-	-
Intonation	71	29	-	-	-	-	-
Speech Chunk	65	35	-	-	-	-	-

The table. 1 indicates the participants perceived positively on the use of voice—word stress, sentence stress, intonation, and speech chunk-- in delivering a presentation. This is shown by their responses to the questionnaires which mostly they agree and very agree with the activities of using voice in the presentation class.



The reasons why the participants perceive positively why the practice word and sentence stresses, intonation and speech chunk in their class as follows,

“Karena menjadi paham bahwa dalam presentasi ada word stress (AYE:PM#01)”

“becoming aware that in delivering a presentation there is word stress (AYE:PM#01)”

“Karena dengan word stress dapat memperjelas kata yang dimaksud tersampaikan kepada audience (RD:PF#12)

“Because by using word stress it can make the message clearer to audience (RD:PF#12)”

“Dengan berlatih sentence stress dapat membuat presentasi menjadi lebih menarik (MR:PM#08)

“By practicing sentence stress it can make a presentation more interesting (MR:PM#08)

“dengan mengenal sentence stress bisa membuat percaya diri saat presentasi dan menekankan kata yang penting (RS:PF#05)

“by knowing sentence stress it can make me confidence when delivering a presentation and sentence stress emphasizes important words (RS:PF#05)

“Sangat membantu untuk intonasi saya (KR: PM#03)”

“Very helpful for my intonation (KR:PM#03)

“Intonasi itu sangat penting dalam penyampaian informasi jadi belajar intonasi sangat membantu kita saat sedang presentasi (BW: PM#14)”

“Intonation is very important to convey information, so by practicing intonation it is very helpful when we are delivering a presentation (BW:PM314)

“Karena saya tau dimana harus berhenti nadanya (RS:PM#16)”

“Because I know where I have to make a pause (RS:PM#16)

“Karena chunking membantu kita dalam menyampaikan presentasi dengan tepat dan mempermudah pendengar untuk memahami apa yang kita sampaikan (WS:PM#10).”

Because by using chunking we deliver a presentation accurately and make the audience easier to understand what we intend to convey (WS: PM#10)

“Karena dapat mengetahui kapan harus berhenti, presentasi menjadi tidak terburu-buru (SS:PF#09)

“Because we know when we have to make pause, presentation is not conveyed in hurry (SS:PF#09)

From the results above, it shows that using voice—word stress, sentence stress, intonation, and speech chunk—are helpful learning activities for learners. They are aware of applying these pronunciation features in Speaking English for Presentation because they experienced during the class and this is helpful for them contribute their confidence. This is in line with the previous study (Sukmiarni, 2022).



Table 2. Students' Perception towards the use of Presentation Structure-the introduction, the body, the conclusion and the use of signposting

	Structure of Presentation		Signposting	
	(N)	%	(N)	%
Very agree	17	100	17	100
Agree	0	0		
Rather Agree	-	-		
Doubtful	-	-		
Very Disagree	-	-		
Disagree	-	-		
Rather Disagree	-	-		

Table 3. Students' Perception towards the level of English speaking Ability.

Presentation Structure	(N)	(%)
Basic	12	71
Pre-Intermediate	5	29
Intermediate	-	-
Post-Intermediate	-	-
Advanced	-	-

The table.2 indicates that the participants' perception towards the use of the presentation structure and signposting is positive. This shows that all the participants agreed that the use of the presentation structure and signposting in delivering a presentation are helpful. Meanwhile the table 3 shows that level of their English speaking ability are around in the Basic and Pre-Intermediate levels. The basic level of English speaking ability reaches 71% which means the number of students with the basic level of English speaking ability is more dominant rather than the pre-intermediate level. It is implied although the level of students' English Speaking Ability are still low (Basic level) and they are immersed in English for Presentation Class, it is highly likely that the use of voice—word stress, sentence stress, intonation and chunking, and the use of the presentation structure and signposting can help them develop their English speaking ability because they perceive these activities positively. These are reflected from their reason gained from the questionnaires as follows;



Table 4. Using voice, the presentation structure and signposting can help develop English speaking ability.

	N	%
Very agree	17	100
Agree	0	0
Rather Agree	-	-
Doubtful	-	-
Very Disagree	-	-
Disagree	-	-
Rather Disagree	-	-

Table 5. Students' Responses towards English for Presentation conducted in an online class.

	N	%
Very agree	17	100
Agree	0	0
Rather Agree	-	-
Doubtful	-	-
Very Disagree	-	-
Disagree	-	-
Rather Disagree	-	-

The table 5 shows that all the participants agreed on English for Presentation delivered in an online class. This means conducting an online class for English Presentation still receives good responses from the students.

CONCLUSION AND SUGGESTION

English for Presentation in higher educational institution is involved as a compulsory subject course is still needed by the students from all different program study. They perceived positively that the use of voice, the presentation structures and signposting in English for Presentation class can develop their English speaking ability. English for Presentation delivered by online class is also still preferred by the students. Those who have low level of English speaking ability are helped by the use of voice, the presentation structure and signposting. This is in line with Sukmiarni (2022) that it is a need for students to be able to perform a presentation using English and prepare them to be ready to get immersed to live in the globalized world and this skill of delivering a presentation in English will assist their career growth. For further study, it is suggested to



conduct a study in two types of English Presentation class delivered in online and offline classes.

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