THE ASSESMENT OF SPEAKING PRESENTATION BY THE FIRST SEMESTER IN ACADEMIC YEARS 2021/2022 FROM 2 UNIVERSITIES NON- ENGLISH MAYOR IN BANDUNG IN INDONESIA

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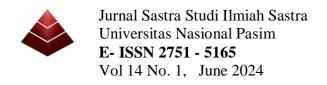Universitas Nasional PASIM
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ABSTRACT

The aim of this research is not only to analyze of students' presentation in learning English but also to analyze students' presentation to enhance students' speaking skill. The theory of Brown and Abewicakrama is used in this research. The descriptive study is used in this research. It took us one semester to take the data which were taken from 2 universities, 30 students from UNIKOM System Computer and 27 students from UNAS PASIM Informatics Management. They (57 Students) are guided and instructed to make a presentation of speaking in English 2 weeks before final test and they send their work to my email. The highest average proportion is in the Lexical resource and range is 82 that it belongs to the Very Good (VG) and the second proportion is in Fluency and Coherence is 77 that it belongs to Good (G). The third proportion is in pronunciation is 68 and it belongs to satisfactory (S). The fourth is in grammatical range and accuracy is 65 it belongs to the satisfactory (S)

Keywords: Presentation, Speaking Assessment and Oral Presentation Assessment Criteria

INTRODUCTION

In the non English country that English is not only study of listening but also writing as well as reading and speaking. There many theories about speaking such as**:** Bryne (1984:81) said that "*speaking is two-way process between speaker and listener and involves productive and receptive skills of understanding*". Brown and Yule (1983) stated that "*There are two basic functions of speaking. They are the transactional function, which is concerned with the transfer of information, and the interactional function, which has the primary purpose of maintaining social relationships. Speaking is one of the productive skills in which the speaker produces the language for communication*". Richards & Willy (2002) said that "*Speaking is one of the elements of communication, where communication is the output modality and learning is the input modality of language acquisition*". (Brown, 1980:210) defines that "*Speaking is the instrument of language and the primary aim of speaking is for communication*". On the whole theories above that skill in English Especially in speaking that students should learn to speak in order to be able to communicate. As a human being, we always need communication to express our idea to do everything. The need is more for students since they have to speak with their partner during the learning process to express their idea.

In the speaking area for the students is given and it must be tested and scored as accurate as possible. An assessment is really important that the data must be made as accurate as possible on how to make the best result so that there are many theories in the assessment of speaking such as:

 (Bachman, 1990) stated that "*The way learners are taught and activities carried out in the classroom are greatly influenced by assessment*". Fulcher (2003) said that "*The success of a learning program is commonly determined by the result of assessment*". (Sánchez, 2006). Said that "*Assessment of speaking skills often lags far behind the importance given to teaching those skills in the curriculum*". (Knight, 1992) stated that "*Several factors also contribute to the low quality of speaking assessment, as some studies show that teachers are lacking of knowledge on how to assess their students due to the poor training conducted in Indonesia If the teachers are lack of knowledge on how to assess their students speaking performance, their competences in teaching are also far from effective*". Taking a case in point that they need to be given the criteria to assess speaking performance. This research suggests a speaking assessment for the university level on the basis of the criteria of effective assessment proposed by Brown and Abeywicrama, which include a specific criterion, an appropriate task, a maximum output and practical and a reliable scoring procedure.
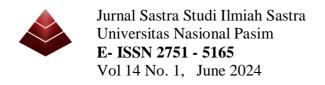
INTRODUCTION

Nowadays, language teaching methodology is shifted from getting learners to analyse a language to getting learners to use a language. Students do not only attempt to learn the grammatical rule of language, but also they have to speak and understand the language that they learn. Moreover, in the speaking class, students are not recommended to memorize and imitate the dialogue which is provided on the text books merely; however they are supported to construct a natural communication using target language.

For gaining the objective of learning in the university, one of the techniques which is always used to learn English as a foreign language in the university is students' presentation. In holding students' presentation, students are attempted to read and master the subject that will be presented, make note-taking, try to synthesizing and outlining, it is able to increase the students' achievement in speaking evaluation. Students are demanded to make sentence(s) quickly using appropriate vocabulary and produce good pronunciation (Sujiyana, 2010). I believe that teachers might use this technique to help their students for learning and developing their communicative competence of using target language.

In accordance with the research background, this study attempts to answer the research questions formulated as follows:
  1) How is the implementation of students' presentation in learning English from 2 universities?

2) How does the students' presentation enhance their speaking skill?

The main objective can be detailed as follows:
1) to analyze of students' presentation in learning English.
2) to analyze students' presentation to enhance students' speaking skill.

LITERATURE REVIEW

There are several studies related to this study. Those have the same topic, The first is Wasiah and Carascalao (2015) for instance, analyzed the implementation of students' presentation and lecturer' presentation at Universitas Negeri Semarang. The study aimed to explain the students' perspective toward students' presentation. This research also found that students got some benefits in enhancing their motivation in learning English independently, enhancing their knowledge and their vocabulary mastery.
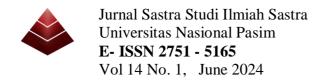
The second is Lee and Park (2008), their research showed that oral presentation become an important part of language teaching especially in the university environment because it provides an opportunity for students to improve their English ability. They claimed that, oral presentation supports students to develop their self-confidence and gaining good academic achievement.

The third is Jannah and Fitriati (2016) conducted a study to find out the causes of problems faced the students in speaking English, and to investigate the errors that students made in their oral presentations. They found that most of students feel anxiety when they hold presentation.

The fourth is Al-Nouh, et.al (2015) conducted a study to investigate EFL college students' perception of the difficulties in oral presentation as a form of assessment. employed 500 female EFL students of Basic Education College at Kuwait as the participants. The findings showed that in speaking English in the classroom practice, students have some obstacles, for instance, they feel anxious to speak because they were afraid of making mistake, and they feel they did not have good pronunciation. They stated that students' anxiety and difficulty for speaking in the class was influenced by students' perception. Both students' anxiety and vocabulary mastery give contribution to students' speaking skill.

Assesment of Speaking

Assessment on speaking can be a very judgmental issue, in which people tend to relate on native/nonnative speakers on the basis of pronunciation (Luoma, 2004). Additionally, Nunan David (1999) viewed that " *Speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. To speak also needs functional competence which means answering*

questions completely and logically. Another competence is strategic competence in which the speaker is able to use repairing strategies when conversation breaks down. And the last one is sociolinguistic/cultural competence". It demands the speakers to use the language appropriately to the context.

Brown and Abeywickrama (2010) contended that "*To provide effective assessment, there are four rules that need to establish: specify criterion, give appropriate tasks, present maximum output, and set practical and reliable scoring procedures. For this assessment, the table on oral presentation criteria below is going to be used to evaluate students' performance. Each criterion is designed to ease teacher to score students' presentation. It is also practical as teacher only needs to put ticks on the appropriate score presented in*".

The criteria used to evaluate students' performance are based on those developed by Brown (2007). He suggested "*There are at least are six criteria to assess speaking skill: pronunciation, fluency, grammar, vocabulary, discourse feature, and task accomplishment, maintain the validity of assessment which focuses on speaking skill*". It can be seen from Table 1.

Table 1. Oral Presentation Assessment Criteria by Brown & Abeywickrama (2010)

NO	CRITERIA	E	VG	G	S	P	COMMENT
1	SPEAKING SKILL						
	A. Fluency and Coherence Speak fluently with only rare repetition or self correction: Speak develop fully and appropriately Topics and coherency			77			
	B. Lexical resource and range Express with some flexibility and appropriateness, giving effective descriptions and expressing viewpoints on a variety of topics		82				
	C. Grammatical range and accuracy Complex sentence use and minor grammatical occurrence.				65		
	D. Pronunciation Pronounce words correctly, articulate clearly, intonate appropriately				68		
	E. Interaction (Listen and respond) Good contribution to other Active in conversation development						
2	**PRESENTATION SKILLS**						
	A. Presentation was organized, information was logical and presented in well sequencing. The assignment was completed according to						

	instruction provided. Presentation done within time allocation						
	Total						

Comments …………………………….

Table 2. The criteria scoring value

NO	INITIAL	CRITERIA	SCORE	
1	E	excellent	5 Point	(90-10)
2	VG	Very Good	4 Point	(80-90)
3	G	Good	3 Point	(70-80)
4	S	Satisfactory	2 Point	(50-70)
5	P	Poor	1 Point	(0-50)

METHODOLOGY

The research has been designed by the researcher in procedure and setting and it uses descriptive method. For one thing to take a case in the objectives of the research that is improving a certain condition in the setting classroom by offline learning. Burns (1999: 30) stated that "Action *research is the view to improve the quality of action within situation, involving collaboration and cooperation of researcher and participant"*. The researchers have been using many instruments in doing of data collecting, Take the case of: In the taking data from Universitas Komputer Indonesia the name of lesson is Bahasa Inggris 1 System Computer (30 Students) . University Nasional Pasim the name of the lesson is Bahasa Inggris 2 Informatics Management (26 Students). They were given the time 2 week before final test to complete their preparation of their subject study and they are asked making video of presentation, they are given the duration of video 6 to 10 minutes and in the final test day, they must submit their work to my email.
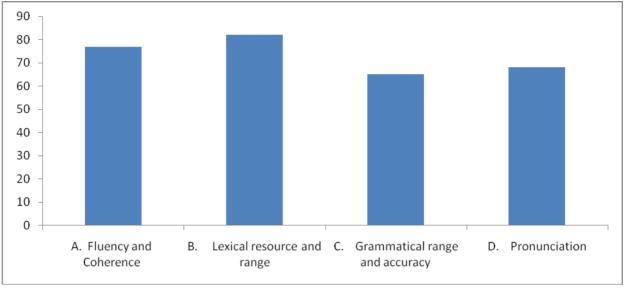
RESULT AND DISCUSSION

The sample data were taken from Universitas Komputer Indonesia the name of lesson is Bahasa Inggris 1 System Computer (30 Students) and University Nasional Pasim the name of the lesson is Bahasa Inggris 2 Informatics Management (26 Students) . There as many as (56) students. As we can see the average of ability in speaking presentation of their subject the study and they are assessed by the fourth criterion as followed:
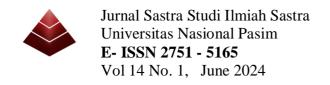
Graph 1

As we can see from the graph 1 that The highest average proportion is in the Lexical resource and range that Express with some flexibility and appropriateness, giving effective descriptions and expressing viewpoints on a variety of topics in their subject the study is 82 that it belongs to the Very Good (VG) and the second proportion is in Fluency and Coherence Speak fluently with only rare repetition or self correction: Speak develop fully and appropriately Topics and coherency are 77 that it belongs to Good (G). The third proportion is in pronunciation that Pronounce words correctly, articulate clearly, intonate appropriately. In this point is 68 and it belongs to satisfactory (S). The fourth is in Grammatical range and accuracy that complex sentence use and minor grammatical occurrence. It is 65 it belongs to the satisfactory (S)

CONCLUSION

Judging from the results of the analysis above, it can be stated that **In the Assessment Practical** that Brown and Abeywickrama (2010)This research attempted to find out the use of oral presentation to improve student speaking skills.Specifically investigates the implementation of oral presentation of their subject study and it used descriptive method. In the grammar range and pronunciation must be updated and evaluated accurately and in the lexical resource and fluency and coherency can motivate students to speak better, students have more opportunities to use English effectively compared to situations during learning which often only go one way.

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