ENGLISH STUDENTS' PERCEPTION ON THE DIFFICULTIES IN ORAL PRESENTATION AS A FORM OF SPEAKING SKILL ASSESSMENT AT IAIN PALANGKA RAYA

THESIS

BY
RUSMAYA NURLINDA

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2017 M / 1439 H

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THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
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BY
RUSMAYA NURLINDA
NIM 1301120891

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
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ADVISOR APPROVAL

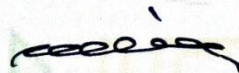|		
Thesis Tittle	:	English Students' Perception of the Difficulties in Oral Presentation as a Form of Speaking Skill Assessment at IAIN Palangka Raya
Name	:	RusmayaNurlinda
NIM	:	1301120891
Faculty	:	Teacher Training and Education
Department	:	Language Education
Study Program	:	English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/*Munaqasyah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, 25October 2017

Advisor I

M. Zaini Miftah, M. Pd.
NIP 197509152009121002

Advisor II
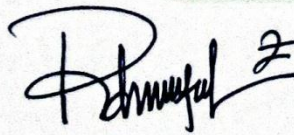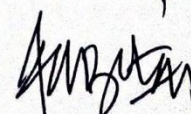
Aris Sugianto, M. Pd.
NIP 198308192015031001

Acknowledged by:

Vice Dean in Academic Affairs

Dra. Hj. Roudhatul Jennah,M.Pd.
NIP. 19671003 199303 2 001

Chair, Department of Language Education

Santi Erliana, M.Pd
NIP. 198012052006042003

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THESIS APPROVAL

Thesis Tittle	:	English Students' Perception on the Difficulties in Oral Presentation as a Form of Speaking Skill Assessment at IAIN Palangka Raya
Name	:	Rusmaya Nurlinda
NIM	:	1301120891
Faculty	:	Teacher Training and Education
Department	:	Language Education
Study Program	:	English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examintaion/*Munaqasyah* on:

Day	:	Saturday
Date	:	04 November 2017 M / 14 Safar 1439 H

BOARD OF EXAMINERS

Luqman Baehaqi, S.S., M.Pd.
(Chair/Examiner)

Santi Erliana, M.Pd.
(Main Examiner)

M. ZainiMiftah, M.Pd.
(Examiner)

ArisSugianto, M.Pd.
(Secretary/Examiner)

Approved by:
Dean, Faculty of Teacher Training and Education

Drs. Fahmi, M.Pd
NIP. 19610520 199903 1 003

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MOTTO AND DEDICATION

Successful people Never Stop Learning

This Thesis is dedicated to:

My beloved Father Berlin and Alm. Mother Normawati for their valuable endless prayer, sacrifice, and support. My beloved sister Erlinae Hartatie and My beloved friends for their support.

DECLARATION OF AUTHORSHIP

Herewith, I:

Name   : Rusmaya Nurlinda

NIM   : 1301120891

Faculty   : Teacher Training and Education

Department   : Language Education

Study Program   : English Education
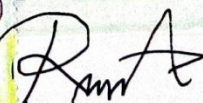
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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

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Palangka Raya, 25 October 2017

Yours Faithfully

RUSMAYA NURLINDA
NIM. 1301120891

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ABSTRACT

Nurlinda, R. 2017.*English Students' Perception of the Difficulties in Oral PresentattionAs A Form of Speaking Skill Assessment at IAIN Palangka Raya.* Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) M. Zaini Miftah, M.Pd., (II) Aris Sugianto, M.Pd.

Key words: perception, oral presentation, speaking skill

This study was aimed at investigating English students' perception of the the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya. One research questions were formulated in this study. (1) How is the English students' perception on the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya.

This study used descriptive quantitative.The population of this research from English Department Students' academic year 2014//2015, 2015/2016, and 2016/2017 which consisted 214 students and 107 students were taken as the sample to fill questionnaire questions.

This research belonged to survey research. The technique of collecting the data questionnaire. In analyzing the data, some procedure were used such as compiling data, and displaying data.

The results showed that most of the students agreed with items that asked about the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya, it could be seen from the score of Mode showed 4 frequently appeared or in the chart was red color, and also the median stated the same as Mode namely 4. Thus, the students given positive responsed to the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya.

ABSTRAK

Nurlinda, R. 2017.*Persepsi Siswa terhadap kesulitan dalam presentasi lisan Sebagai bentuk penilaian kemampuan berbicara di IAIN Palangka Raya.* Skripsi, Jurusan Pendidikan bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (1) M. Zaini Miftah, M.Pd., (II) Aris Sugianto, M.Pd.

Kata Kunci: persepsi, presentasi lisan, kemampuan berbicara

Penelitian ini bertujuan untuk menginvestigasi persepsi siswa terhadap kesulitan dalam presentasi lisan sebagai sebuah bentuk penilaian kemampuan berbicara di IAIN Palangka Raya. Dalam penelitian ini merumuskan satu pertanyaan. (1) Bagaimana persepsi siswa terhadap kesulitan dalam presentasi lisan sebagai bentuk penilaian kemampuan berbicara di *IAIN Palangka Raya.*

Dalam penelitian ini menggunakan kuantitatif deskriptive. Populasi dalam penelitian ini adalah mahasiswa jurusan Bahasa Inggris dari 2014//2015, 2015/2016, dan 2016/2017 dengan jumlah 214 mahasiswa dan 107 mahasiswa diambil untuk menjawab angket pertanyaan.

Hasil menunjukkan bahwa banyak siswa setuju dengan soal tentang kesulitan dalam presentasi lisan sebagai sebuah bentuk penilaian kemamuan berbicara di IAIN Palangka Raya, itu terlihat dari nilai yang sering muncul (modus) yaitu 4, atau dalam grafik menunjukkan warna merah, dan juga median menunjukkan nilai yang sama seperti modus 4. Dengan demikian siswa-siswa memberikan tanggapan positif untuk kesiulitan dalam presentasi lisan sebagai sebuah bentuk penilaian kemamuan berbicara di IAIN Palangka Raya

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The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

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<div style="text-align: right">

Palangka Raya, 25 October 2017
The writer,

Rusmaya Nurlinda
NIM 1301120891

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LIST OF ABBREVIATIONS

Etc   : Et Cetera

IAIN   : Institut Agama Islam Negeri

CHAPTER I

INTRODUCTION

In this chapter, the writer describes the background of the study, research problem, an objective of the study, scope and limitation, significance of the study, definition of a key term.

A. Background of the study

Yahay and Kheirzadeh (2015, p. 114) state speaking is a productive necessary skill to communicate effectively in any language, especially when speakers are not using their native language. Language learners often think the ability to speak a language is the *product* of language learning; however, this skill is also an important part of the language learning *process*.

In this research the researcher saw some English students' at IAIN Palangka Raya seldom practice to speak English Foreign Language outside class, seldom speak English in a classroom and often use mother language with their friends in the class except when they use oral presentation. The oral presentation is one of all process develop the speaking skill, for example, given and received information between presenter and audiences so that can develop communication skill. When their presentation they can interact and speak naturally with their own word to make audience understands about the topic.

Many research explains that oral presentation can develop speech. First, Roger cited by Yahay and Kheirzadeh (2015, p. 115) states that a successful L2 speaker is one who is able to operate in all speaking situations

appropriately. Richards applies Jones and Burns' proposal to categorize speech activities into three main division: *talk as interaction*, *talk as the transaction*, and *talk as performance*. *Talk as interaction,* in his definition, is what normally means a 'conversation', which describes interactions with a social function; *Talk as transaction* is defined as a situation in which the focus is on what is said or done; and *Talk as performance* is defined as a public talk, i.e., talk that gives information to audience, which is made of a recognizable format and is similar to written language rather than conversational language.

Second, based on Fallows & Steven cited by (zivkovic, 2014, p. 468) that "Today's challenging economic situation means that it is no longer sufficient for a new graduate to have knowledge of an academic subject; it is necessary for students to gain those skills which will enhance their prospects of employment" .Employability skills include the following abilities: the retrieval and handling of information; communication and presentation; planning and problem solving; and social development and interaction, creative thinking, problem-solving critical thinking, active and reflective application of knowledge. These are the skills students need to succeed in their future workplace so, they should be embedded within the academic curriculum.

Third, King cited by zivkovic (2014, p. 468) states that one especially relevant part of language curriculum at universities is teaching students how to prepare, organize and deliver successful oral presentations for professional purposes. King said oral presentations provide 'a rewarding and stimulating

experience both for teachers in developing facilitating skills and for students in training themselves to have confident presentations in public'.

Use of oral presentations in EFL classroom is important because of positive effect for students' proficiency level. Some students seldom speak English in the classroom and they do not speak outside class with their friends. So if student do not practice English in the classroom, may they never do speak. Oral presentation activities provide an excellent opportunity for the learners to develop this skill, speaking several minutes in a structured way, delivering into various aspects of a single topic (Nadia, 2013, p. 2).

There is many research about the important of the oral presentation to increase students' speaking skill, but in this research the researcher focus on students' perception on the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya.

B. Research Problem

How is the English students' on the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya?

C. Objective of the Study

To known perspectives English students' on the difficulties in oral presentation as a form of speaking skill assessment at English Education Study Program of IAIN Palangka Raya.

D. Scope and Limitation

According to the background of the study, the writer will make the scope and limitation of the research object in order for making the focus the topic.

Therefore this study will focus on the students'perception on the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya in English education study program.

E. Significance of the Study

Numerous researchers have shown the benefits of using oral presentations in the classroom. One of another benefits oral presentations provides a more authentic way of practicing English than simple speaking drills. This is important because speaking tasks that have no relation to real-life language use" are poor preparation for autonomy" (Thornbury, 2005, p. 91). Presentations require students to use their L2 in a natural way because they are required to use English to understand the topics they are presenting and communicate this understanding to others. This is closer to real language use and gives students an opportunity to develop research and critical thinking skills, as well as linguistic and communicative skills (Wilson, 2014, p. 523).

F. Definition of Key Term

There is some definition of key terms in this research that namely :

1. Perception is processed by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to immediate, relativity unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue or skin (Lindsay and Ary, 1977, p. 48). In this study, perception means experienced by someone.

2. Oral Presentation: oral presentation is like a formal conversation, speaking to group as a natural. activity. Most of people spending hours of their daytime, speaking to others, however making an oral presentation that is a formal conversation , it is difficult task for them. Oral presentation is part of spoken language. The purpose of this practice is to communication (Baker, 2000, p. 115). In this study, oral presentation means practice speech of formal conversation.

3. Speaking Skill is a skill to communicate a speech articulation or to speak a talk for expressing an idea and message Tarigan cited in Kusmaryati (2009, p. 4). In this study, speaking ability means it skill to express an idea to do communication.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer describes related studies, perception, oral presentation and speaking.

A. Related Studies

In this study, there are some related studies, which conduct in this study, the researcher related studies. First, Yahay and Kheirzadeh (2015, p. 114) the outcome of both analyses showed that oral presentation can improve accuracy and fluency in speaking ability of students and the effect size in both measures were large. In addition, the comparison between findings of accuracy and fluency measurement and outcome of observation checklists yielded the same result; both of which verified students' speaking improvement.

Second, Nowreyah A. Al-Nouh, Muneera M. Abdul-Kareem and Hanan A. Taqi(201, p. 136) results showed students' perceptions of the difficulties they experienced at a medium level (M=3.10). However, significant differences in the results were found when students' nationalities and GPAs were taken into account.

Third, Rajoo (2010, p. 43) in this paper, some of the problems faced by the students have been elected and some solutions are suggested in order to assist them to deliver better oral presentations.

Fourth, Shu-Hui Yu (2009, p. 1) The result showed that Pedagogical implications from the findings can inform teaching in EFL and English for Academic Purposes(EAP) contexts about how students can effectively employ

frame markers to organize the academic speech, and how these markers may facilitate direct connection with listening EFL audience.

Fifth, Dekdouk (2013, p. 54) the results show that linguistic competence, discourse competence, strategic competence, pragmatic competence, and fluency could be enhanced to a large extent through giving classroom OPs in English.

Sixth, Alahem (2013, p. 95) the researcher had noticed that most teachers have a positive attitude towards oral presentations and they think it is a great technique and activity that helps students practice speaking, and they agree on the benefits of using this an more and more and in different TEFL courses at our department.

Seventh, Nadia (2013, p. 89) Research results show that doing an oral presentation is an effective activity and students have positive attitudes towards using it as a learning activity.

In this research, the researcher choose different research from previous studies, because the researcher title is English students perception on the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya

B. Perception

1. Definition of Perception

Kauchak (2011, p. 15)Perception may be defined from physical, psychological and physiological perspectives. But for the purpose of this study, it shall be limited to it is scope as postulated, which is the way we judge or evaluate others. That is the way individuals evaluate people with

whom they are familiar in everyday life. Eggen and Kauchak gave the cognitive dimension of perception; they see perception as the process by which people attach meaning to experiences. They explained that after people attend to certain stimuli in their sensory memories, processing continues with perception is critical because it influences the information that enters working memory. Background knowledge in the form of schemas affects perception and sub sequents learning. Research findings have corroborated this claim that background knowledge resulting from experience strongly influence perception.

The relatedness of this view of perception to the present study is further explained, that every impression that comes inform without, be it a sentence, which we hear, an objector vision, no sooner enters our consciousness than it is drafted off in some determinate directions or others, making connection with other materials already there and finally producing what we call your reaction. From this, it is clear that perception is the reaction elicited when an impression is perceived from without after making the connection with other materials in the consciousness (memory). From this point of view, two implications could be deduced. Firstly, perception cannot be done in the vacuum, it depends on some background information that will trigger a reaction.

Noerjennah (2011, p. 33) perception describes one's ultimate experiences of the world and typically involves further processing of sensory input. Perception is a process of how people select, organize and interpret

input information and experiences that exist and then interpret them to create a whole picture that matters. Perception, on the other hand, is a process of justice or organize the whole picture of the world. Every people have different perception on the same thing. It because of the factors of the people knowing of the world and his feeling of that.

Perception may be energized by both the present and past experience, the individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception.

2. Process of Students' Perception

According to stimulus-response theory of perception is part of the overall process that generates a response after the stimulus is applied to humans and the other is the introduction of psychological there are sub-processes, feeling, and reasoning (Sobur, 2009, p. 447).

As the statement above that, the perception describes one's ultimate experience of the world and typically involves further processing of sensory input. In addition, the perception is a process of how people interpret input information and experience that exist and then interpret them to create a whole picture that matters.

C. Oral Presentation

1. Definition of Oral Presentation

The oral presentation is an extension of oral communication skill. It is where the presenter shows their knowledge on a particular subject. According

to Baker (2000, p. 115), the oral presentation is like a formal conversation, speaking to the group as a natural activity. Most of the people spending hours of their daytime, speaking to others, however making an oral presentation that is a formal conversation, it is the difficult task for them. The oral presentation is part of spoken language. The oral presentation is part of spoken language. The purpose of this practice is to communicate. It is design to inform or persuade. Oral presentation occurs in the organizational setting and with limitation in time. The presentation should be structured carefully. In addition, the speakers can support their talk with visual aids.

Melion and Thompson (1980, p. 115) state that 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.

According to Chivers and Shoolbred (2007, p. 5) presentation is the very good learning experience." In the end of an oral presentation, the speakers give their audience the opportunity to ask about things that are not clear to them. The speakers answer them to complete their work. In addition Mandal states, "presentations are speech that is usually given in a business, technical, professional, or scientific environment. The audience is likely to be more specialized than those attending a typical speech event." There are different between normal speech and oral presentation. The later is a type of speech, but the former is more natural than an oral presentation.

Joughin adds that we can look at oral presentation from three perspectives: presentation as a transmission of the ideas of others to a passive audience with anxiety at a low level, presentation as an imparting of the material studied from which students seek to make their own meanings from the ideas of others; and presentation as a position to be disputed and defended by persuading the audience

2. **Types of Oral Presentation**

Fatma Dekdouk (2013, p. 7), an oral presentation can be prepared in different ways: Individually, in pairs or in groups of students. This depends on the size of the classroom, the topic and the objective of the course. Three type of oral presentations :

1) **Controlled Oral Presentation**

A controlled oral presentation is used with students whose language proficiency level from beginners to elementary in which the teacher assigns topics related to the textbook or whatever she/he can see that can be presented with ease by his or her learners. Moreover, the choice of grammar and vocabulary and the time of the presentation should be related to students' level of proficiency. Additionally, with this type of Ops, simple tools accompany the oral presentation are used such as the presenters may prepare the paper to read.

A controlled oral presentation is used to give a chance for young students to develop the confidence to take the floor, to

maximize meaningful participation in the classroom, and to develop the target language in the classroom.

2) **Guided Oral Presentation**

This type arranges with lower-intermediate or intermediate students' language proficiency level. Moreover, those students should not analyze toward sophisticated, but to an appropriate use of grammar and lexical items and time allocation.

Powerpoint and overhead projector (OHP) slides are tools that are much more used with this type of OPS. In addition, students are expected to prepare handout to the listeners in the classroom to follow.

3) **Free Oral Presentation**

A free oral presentation is used by upper-intermediate and advanced levels of students. Students working with this type of oral presentation are expected to choose topics that they want to talk about and plan them appropriately with a use of the variety of resources. Then, with this type of oral presentation, students are also expected to use complex language and long presentations. Hence, individuals, pairs, or group of students can use powerpoint slides with a demonstration of high confidence and proficiency level, and then they have to answer.

3. **Principle for Delivering Effective Presentation**

Chivers andShoolbred (2007, p. 20), Important Characteristic of effective presentations**:**

1. **Careful planning and preparation**

Good preparation and planning are essential for successful presentations. a ten-step plan that below.

1) Read and re-read the briefing details for the presentation.

2) Create a task list or mind map.

3) Create a time chart.

4) Review your existing knowledge of the topic.

5) Research and read to gain new knowledge.

6) Decide on the balance of the content.

7) Find relevant examples.

8) Identify your audience.

9) Create the content, visual aids and documentation.

10) Rehearse the presentation.

2. **Good time management**

Chivers and Shoolbred (2007, p. 21), Good time management is important in two quite different ways: in the planning and preparation stages and time allocated for delivering the presentation.

1) Planning and preparation stages

Create a time plan or a chart of intended progress. First Listing all of the tasks that need to be completed before the date of the

presentation. Second, placing these the in an order of priority. Third, allocating the time needed to complete each of these tasks. Fourth, check your progress regularly. In the end, reallocating the remaining time to make sure that you complete all of the characteristics.

Time will probably be needed for reading to increase your understanding of the topic.

2) Time allocated for delivering the presentation

In most presentations, it is usually better to deliver less content at a reasonable pace, than too much an at a faster pace that may leave the audience feeling overwhelmed and confused. How you use the time during the presentation will be influenced by how much content you intend to cover, the structure of this content and the amount of audience participation expected.

Allocating and managing the performance time can be even more of a problem for a group presentation. In some situations where several group presentations will be given in a fixed amount of time, the tutor may stop the presentation when the allotted time has been used, regardless of how much of the presentation has been delivered.

3. **Relevant and interesting content**

Chivers and Shoolbred (2007, p. 23), to create the content in the following ways. First, Decide what to include and what to leave out. Choose content within the context of the module studied and

make sure that it is relevant, accurate and interesting to the audience. It uses introduction to outline the reasons for the choice of content and the emphasis on the presentation. If you have enough time, it could also be useful to explain very briefly how other content was considered and why it was rejected.

Second, Choose examples to provide interest and improve understanding. At the start of a presentation to use examples how to improve your own understanding of the topic. Examples helped your own understanding, this will probably be the same for the audience that the audience will already understand. This helps them to review their existing knowledge.

Third, Provide links to further sources of information. It is usually helpful to provide links to useful sources of information that audience members can follow up in their own time. These sources could relate to content that have not been able to include but can be used for further reading and knowledge development.

4. Clear structure

Chivers and Shoolbred (2007, p. 24), a clear structure usually helps the audience to gain a quick understanding of the content of the presentation. Provide a brief but clear introduction to the topic. Divide the content to be covered in sections that are relevant to the knowledge but that also enable pauses for reflection and opportunities for reviewing key issues. Provide links between the different sections

then draw the presentation to a conclusion, perhaps by reviewing the themes covered, summarizing results or emphasizing the most important points or future issues and concerns.

5. **Good communication skills**

Chivers and Shoolbred (2007, p. 28), for communication to be effective, the content needs to be clearly understood, meaningful and interesting to the audience. Effective communication in presentations needs a combination of speaker that fits the purpose, and good presentation and communication skills. There are many influences on how well we communicate and on how well we are understood by our audience.

6. **Appropriate use of technologies**

Chivers and Shoolbred (2007, p. 28), use the term 'technologies' in a generic way. It could mean a medical aid such as a dummy in a first aid presentation, a specialist piece of equipment such as sewing machine or food blender or the widely used Microsoft PowerPoint.

1. In most situations, the technology should be 'the servant' not 'the master effector You should control it rather than letting it dominate the presentation. If it creates problems, it will distract the presenters and the audience from the content that needs to be delivered.It needs to be fit for purpose. Use it as an integral part of the presentation rather than an add-on feature.

2. The technology should improve what you have to communicate so that the audience gains a better understanding of your content. However, it may be that the topic will not be improved by the software that has to be used.

3. Rehearse using the technology, especially if it is an essential part of demonstrating your skills in the presentation. You will need to feel confident in how you use it.

4. Have a backup system in case it fails. We have seen situations where the technology failed but the presentation was still effective because the presenter had made copies of notes and screenshots that he then worked through with the audience. If you have rehearsed your presentation well, this type of experience will be less of a problem

7. Clear supporting documentation

Chivers and shoolbred (2007, p.   28), As part of the presentation, you may have been asked to create handouts but even handouts are not essential, the audience may find summaries, lists of key points, or a print out of the slides useful. Good handouts can be used in the future and may give a feel-good factor' to the presentation. The style and level of detail given in this documentation should be relevant to the present situation and audience needs.You will also need to think about how these documents will be used during the presentation.Will you give them

out before the presentation so that the audience can use them to make their own notes, or will this approach distract their attention from the presenter or visuals on a screen? It is helpful at the start of the presentation to explain how you have decided to deal with the handouts and the level of note taking that will be needed audience members. In some situations it may be more helpful and enjoyable to concentrate on the audio and visual content rather than trying to make notes for future recall.

8. Suitable audience participation

Chivers and Shoolbred (2007, p. 29), some will be expected to involve the audience in activities or discussion at certain times within the presentation. Others will be more formal, having no interaction at all or requiring questions and answers only at the end of the presentation. Inevitably, the purpose of the presentation will influence the amount of audience participation but interesting participation can be a worthwhile experience for all concerned. Creative ideas can stimulate discussion and extend understanding.

The briefing details for the presentation should explain the level of interaction expected and this will probably influence the design, level, and structure of the content. In most situations, it is important for the presenter(s) to remain in control of the presentation and this includes managing the interactions with members of the audience. For presentations to be effective, they need to fulfill their

aims and objectives, be enjoyable and offer developmental opportunities for the presenters and the audiences.

4.Advantages of Oral Presentation

The benefits of student presentations will be influenced by the situation but they can be summarized as providing opportunities for student-centred participation in their learning, developing new knowledge and different perspectives on a topic, Practice in a known environment/situation, Increasing confidence to speak and present in front of an audience, improving marks earned for a module assessment, developing a wide range of communication and presentation skills, preparation for skills needed in the workplace, and an exchange of roles and perspectives from audience to presenter.

According to Meloni and Thompson, if oral presentation been guided and structured, it will be beneficial to ESL/EFL in all there learning the subject and later in their work. Students need more practice in English before they graduate. Chivers and Shoolbred claim, "There are many reasons why students are asked to give the presentation and these will be influenced by their academic course and situational and organizational factors" So, one of the purposes of doing an oral presentation is to give an information with a formal way.

According to king students give an oral presentation in front of the class is one of the activities that learners have and it included in the lessons to improve the students' proficiency level.

D. **Speaking**

1. **The Nature of Speaking**

According to Oxford Advanced Learner Dictionary, Speak is defined: as to say words; to talk or say something about something; to say or state something; to know and be able to use a language (Hornby, 2002, p. 1140). So, speaking skill of the speaker to communicate and share information.

Speaking has different types. According to Bygate, an oral interaction can be characterized in terms of routines, which are conventional ways of presenting information which can either focus on information structures, being either be expository (e.g. narration, description, instruction, comparison) or evaluative (e.g. explanation, justification, prediction, decision). Interaction routines can be either service (e.g. a job interview) or social (e.g. a dinner party). This distinction between the transactional and interactional (or interpersonal). The Bygate States that a further feature of oral interaction is that the participants need constantly to negotiate meaning, and generally manage the interaction in terms of who is to say what, to whom, when, and about what (David Nunan, 1995, p. 17).

Dell Hymes, a famous sociolinguist states that there eight components which have acronym SPEAKING from the set of the first letter. The explanation that S (setting and Scene), refers to the time and place of conveying an idea or thought orally; P (Participants), refers to

everyone who involved of the speech, such as speaker, listener, and so on; E (End: purpose and goal), refers to purpose and goal of conveying an idea or thought orally; an (Act sequence), refers to the content of speech such as words used; K (Key), refers to intonation, manner, and pronunciations when conveying speech; I (Instrumentalities), refers to the kind of language use, such as written or oral; N (Norm of interaction and interpretation), refer to the norm and roles of social interaction, such as how to ask opinion, and so on; G (Genre), refers to the form of conveying speech, such as narration, proverb, and poem (Agustina, 2004, p. 48-49).

2. Types of Speaking Performance

a) Imitative

At one end of the continuum of a type of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance (Panitia Sertifikasi Guru rayon XII, 2008, p. 6).

b) Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements intonation, stress, rhythm, juncture). The

speaker must beware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment task include directed responses tasks including simple sequences; translation up to simple sentence level (Panitia Sertifikasi Guru rayon XII, 2008, p. 6).

c) **Responsive**

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always spoken prompt (in order to preserve authenticity), with perhaps is only one or two follow-up questions or retorts:

A. Mary: Excuse me, do you have the time?

Dough: Yeah Nine-fifteen.

B. Tim: What is the most urgent environmental problem today

Sheila: I would say massive deforestation.

C. Jeff: Hey, Stef, how's it going?

Stef: Not bad, and yourself?

Jeff: I'm close-ended.

Stef: Cool. Okay, a go.

d) Interactive

The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language which has the purpose of exchanging specific information, or interpersonal, exchanges, which have the purpose of maintaining social relationships. (In the three dialogues cited above, A and B were transactional, and C was interpersonal.) In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conversations.

e) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting, the plot of a novel or movie).

3. **Speaking Skills**

According to Bygate cited by Nevaril (2014, p. 14) divides speaking skills into motor-perceptive and interactive. The first one is a context-free kind of skill which involves perceiving, recalling and articulation, in other words choosing the correct word forms and meanings and putting them into the correct order and sounds. Exercises practising motor-perceptive skills would be e.g. model dialogues, pattern practice, drills. On the other hand, interaction skills are those which enable learners to transfer classroom motor-perceptive skills to real-life use of the skill, transfer knowledge to a real language using situation. Practice of such skills would include e.g. making decisions, what and how to say something. Interaction skills must cope with the pressure of time as well as reciprocity conditions, which means to adjust reacting to the listener, which of course requires to be flexible in communication

4. **Sub Skills of Speaking**

According to Ken Lackman (2010, p. 3) speaking Sub-skills :

1) Fluency

   Students practice speaking with a logical flow without planning or rehearsing

2) Accuracy with Words & Pronunciation

   Students practice using words, structures, and pronunciation accurately

3) Using Functions

Students use specific phrases for purposes like giving advice, apologizing, etc

4) Appropriately

Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary.

5) Turn-taking Skills

Students practice ways of interjecting, eliciting an interjection or preventing one.

6) Relevant Length

Students practice speaking at a length appropriate to a situation

7) Responding and Initiating

Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.

8) Repair and Repetition

Students practice repeating or rephrasing parts of a conversation when they suspect that what   was not understood

9) Range of Words and Grammar

Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a summarizes task.

10) Discourse Markers

Students practice using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize).

5. **Speaking Assessment**

Abadi (2015, p. 133) English has become an obligatory subject in several levels of education, from junior school level up to university level in Indonesia. The goal of teaching English is to provide assessment for students to apply the language in the different context of communication.

E. **Problems in Speaking**

According to Rababah (2005), a major challenge of Foreign Language (FL) instruction is to develop learners' oral communication skills, because the primary goal of language teaching is the production of qualified teachers of the target language. Unfortunately, university and, students, in general, face communication problems, specifically oral issues.

Based on (2010, p. 45-46) problems and difficulties have been placed under four different constructs. Among the students' most common problems and agreed were:

1. Language / Grammar / Vocabulary (Cannot speak well in English, Making grammatical errors, Wrong sentence structures, Wrong pronunciation and Lack of vocabulary).

2. Contents / Ideas (Incorrect points and out of topic, My topic may not be interesting, Difficult to find suitable topic, Not good in giving appropriate

examples, Tendency to read, I feel blurred during presentation, Afraid my points are not true)

3. Personality traits (Nervousness / Feeling uneasy when standing alone in front, Cannot remember the points / Can, not memories, Lack of confidence, Seldom speak in front of the class / Lack of experience, I'm a shy person, My voice is soft, I talk too fast, Fear of getting low marks)

4. External factors (Lack of time to present all my points, Afraid of criticism from friends, Afraid audience (peers) will laugh at me, Audience (peers) who do not seem to understand my presentation, Lack of preparation, Afraid of what the lecturer and others (peers) will think of me)

CHAPTER III

RESEARCH METHOD

This chapter explains research design, population, and sample, research instrument, data collection procedure, data analysis procedure.

A. Research Design

This research design is the survey that belongs to quantitative research. It is categorized as descriptive research. According to Norjenah cited by Fuad (2014, p. 25), descriptive research involves collecting data in order to test hypotheses or answer question relates to the current status of the object of the study. A descriptive study determines and reports the thing. It means that descriptive study, the research happened naturally, and the research has no control over the condition and the situation, and could only measure what already exists.

The quantitative approach to the study of social and behavioral phenomena holds that the aim and methods of the social sciences are, at least in principle, the same as the aim and methods of the natural or physical sciences. Quantitative research more typically relies on measurement tools such as scales, tests, observation checklists, and questionnaires (Ary, 2010, p. 420)

B. Population and Sample

1. Population

Ary (2010, p. 148) claims that population is the larger group about which the generalization is made. A population is defined as all members

of any well-defined class of people, events, or objects. Zoltan (2010, p. 60) claims that a population is a group of people whom the survey is about. For example, in a study in which students in American high schools constitute the population of interest, you could define this population as all boys and girls attending high school in the United States.

Table 3.1
Population of The Research

No	Academic year	Total
1	2014/2015	78
2	2015/2016	55
3	2016/2017	81
	Total	214

Source: English Department Document

2. **Sample**

In this research, the write collected data from English students who classified in the academic year 2014/2015, 2015/2016 and 2016/2017. The researcher will only focus in the oral presentation. In this research, the researcher collects the data based on the result of questionnaire.

The researcher used random Sampling. The basic characteristic of simple random sampling is that all members of the population have an equal and independent chance of being included in the random sample. The steps in simple random sampling comprise the following:

1. Define the population.

2. List all members of the population.

3. Select the sample by employing procedure where sheer chance determines which members on the list are drawn from the sample (Donald Ary, 2006: 150).

Zoltan states that the multivariate statistical procedures require more than 50 participants; for factor analysis, for example, we need a minimum of 100 subjects. Questionnaires typically attract an initial response rate of only around 30 %, and over 50 % can already be seen as a good response. The writer needed a 50 % participants of populations and for this research; I took the sampling 100 students.

Table 3.2
Sample of The Research

Academic Year	Number of students	50% of Number of Students
2014/2015	78	39
2015/2016	55	27
2016/2017	81	41
Total		107

Source: English Department Document

C. Research Instrument

1. Research Instrument Development

The instrument and data needed is explained in table 3.3

Table 3.3
The Instrument and Data Needed

Data Source	Instrument	Data Needed
Students	Questionnaire	English students perceptions in using oral presentation
Students	Documentation	To record all of the data in a research and also as proof of research

a. Questionnaire

The questionnaire is a set of question for gathering information from the subject of study. In this research, the researcher will use a questionnaire to get data related to the first research problem. There are thirty-five statements in the questionnaire. It makes in the form of mark ceklis. The questionnaire will use Likert-type scale (1 = Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, and 5= Strongly agree).

The first section describes the demographic information of the sample, the second section consisted of 13 items and aimed to depict the participants' personal traits, the third section will set to find out about participants' presentation skill and consisted of 12 items, and the last section addressed the effect of audience and instructor on participants' oral presentations and consisted of 32 items.

To interpretation, the writer presented the in the table below, they were :

Table 3.4
Interpretation of the difficulties in oral presentation (Riduwan : 88)

Score	Interpretation
0% - 20%	Very Low
21% - 40%	Low
41% - 60%	Moderately
61% - 80%	Strong
81% - 100%	Very Strong

To clarify the instrument, the writer presented the specification items of the difficulties in oral presentation questionnaire in the table below :

Table 3.5
Item specification of questionnaire

No	Consisted Section	Number of Questionnaires
1.	Personal traits	1,2,3,4,5,6,7,8,9,10,11,12,13
2.	Presentation skill	14,15,16,17,18,19,20,21,22,23,24,25
3.	Audience and instructor	26,27,28,29,30,31,32

Source : adopted from Nowreyah et al (2015)

2. Instrument Try Out

The researcher will try out the test instrument before it applies to the real sample in this study. The try out will give to students who ever do the oral presentation of English Department at IAIN Palangka Raya. The researcher gained the information about the instrument quality that consists of instrument validity and instrument reliability.

3. Instrument Validity

J.B Heaton (1988, p. 159) state that validity of a test is the extent to which it measures what it is supposed to measure and nothing else. Every test, whether it be a short, informal classroom test or a public examination, should be valid as the constructor can make it. The test must aim to provide a true measure external knowledge and other skills at the same time; it will be not a valid test. The validity of this study is distinguished into some kinds as follows:

a. Face Validity

Ary et a, (2010, p. 228) state that"face validity is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what is supposed to measure. "

The type of face validity is if a test item looks right to other testers, teachers, moderators, and testers, it can be described that the test at least face validity.

b. Construct Validity

Construct validity is the type of validity which assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills.

c. Content Validity

The test item in this study will measure the speaking ability in using oral presentation of English Department in the fourth semester at IAIN Palangka Raya. According to Riduan (2004, p. 110) to measure the validity of the instrument, the researcher used the formulation of product moment by person as follows.

$$ r_{xy} = \frac{N \sum xy - (\sum x)(\sum y}{\sqrt{\{N\sum x^2 - (\sum x)2\} [N\sum y^2 - (\sum y)2]}} $$

Where:

r_{xy} : Index Correlation Number "r" Product Moment.

N : Number of Cases

$\sum XY$: Multiplication Result between score X and score Y.

$\sum X$: Total Value of score X.

$\sum Y$: Total Value of score Y.

Interpretation :

$r_{xy} > r_t$ = Valid

$r_{xy} < r_t$ = Invalid

Arikunto (2006, p. 274) state that the criteria of interpretation the validity:

0.800 – 1.000 = Very High Validity

0.600 – 0.799 = High Validity

0.400 – 0.599 = Fair Validity

0.200 – 0.399 = Poor Validity

0.0 –0.199 = Very Poor Validity

4. Instrument Reliability

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. On at theoretical level, reliability is concerned with the effect or error on the consistency of scores (Ary et al, 2010, p. 237).

In designing a survey, as in all research, it is essential for researchers to strive for reliability. In order to assure the reliability of a survey, several measures can be used. First, the name survey can be given on two occasions to the same individuals. Then the researcher can check to see how consistently the respondents gave the same response to the same item. The second way of assuring reliability is to have two forms of a survey and have individuals take both form. The consistency of response on these two form could again be checked. The final way to achieve reliability is to check the internal consistency of response in a survey. In this case, if a survey contains several items that ask similar questions but in different forms, then the researcher can check to see how consistently the respondents have answered these questions (Mckey, 2006, p. 41).

It was using program SPSS version 18 in finding the reability. The degree of alpha's Cronbach is higher than r table (0,44)

Table 3.6

Result of reliable

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.861	.893	32

Table 3.7 Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	107.53	124.809	.859	.845
Item_2	107.40	115.972	.819	.840
Item_3	107.33	121.264	.799	.843
Item_4	107.37	129.895	.911	.849
Item_5	107.13	123.913	.820	.845
Item_7	107.87	131.844	.247	.863
Item_8	106.93	157.857	-.842	.885
Item_9	107.13	158.051	-.901	.885
Item_10	107.33	129.333	.960	.849
Item_11	106.70	137.459	.385	.859
Item_12	107.87	132.947	.269	.861
Item_13	107.53	124.809	.859	.845

Item_14	107.10	155.472	-.831	.882
Item_15	107.53	129.292	.741	.850
Item_17	107.50	127.845	.768	.849
Item_18	107.40	124.938	.826	.846
Item_20	107.23	123.564	.821	.845
Item_21	108.03	126.171	.465	.855
Item_22	107.37	129.895	.911	.849
Item_23	107.33	127.747	.882	.848
Item_24	107.30	121.597	.813	.843
Item_25	107.33	127.747	.882	.848
Item_26	107.40	127.697	.891	.847
Item_27	107.37	129.895	.911	.849
Item_28	107.43	124.254	.749	.846
Item_29	107.33	159.816	-.815	.888
Item_30	107.17	157.799	-.840	.885
Item_31	107.30	160.838	-.828	.890
Item_32	107.53	124.809	.859	.845
Item_33	107.13	123.913	.820	.845
Item_35	107.27	120.340	.845	.842
Item_37	107.63	132.447	.438	.856

b. Documentation

The researcher needs documentation as proof of the study. The aim of documentation in this study to record all of the data in a research and also as proof of research.

D. Data Collection Procedure

According to Ary cited by Fuad (2014, p. 40), there are two basic data-gathering techniques in survey research: interviews and questionnaires. According to Mc Kay cited by Fuad (2014, p. 40) instrument of the study was needed in the research. It was because the instruments were tools to get the data of study. In which the data were the important things to help the

writer in answering the problem of study. Sandra claims that language survey are any studies "that gather data on the characteristics and views of informants about the nature of language or language learning through the use of written questionnaire".

In this study, the writer uses content or document analysis design. Ary states that content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristic of the material. The materials analyzed can be textbooks, newspaper, web pages, speeches, television programs, advertisement, musical composition, or any of a host of other types of documents. Content analysis is widely used in education" (Ary, 2006, p. 35).The writer used this research design because the writer analyzed the students' responded product.

In collecting the data for this research, the writer used questionnaires to obtain the data in order to answer the problem of the study. To get collected the objective data, the writer applied the steps as follows:

1. The writer prepared the questionnaire.

2. The writer gave questionnaire to the respondents

3. The writer collected the responses.

4. The writer calculated the result of the study.

5. The writer analyzed the data obtained using table, SPSS and to measure the central tendency.

6. The writer concluded the students'perception of the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya.

E. Data Analysis Procedure

1. Data Compiling

In this study, the writer used interval scale and collected the data by using the questionnaires both of the close-ended and Likert types questions. This research was about students' perception which was known as attitudinal information. Often attitude scales on a questionnaire were also treated as interval scales. For example, frequently when Likert-scales are used, each response was given a number (Never = 1, rarely = 2, sometimes = 3, strongly often = 4 and always= 5) and these numbers are treat as interval scales.

The writer analyzed the data in three steps. There were item scores, the distribution of frequency, and the central tendency. To analyzed the data, the writer applied the steps as follows :

a. The writer collected the main data (item score/responses);

b. The writer arrange the collected score into the distribution of frequency of score table.

c. The writer calculated Mean using formula, Median, and Modus.

1) Mean

$$\overline{X} = \frac{\sum X}{N}$$

Where:

$\overline{X}$ = Mean value

Σ = Sum of

X = raw score

N = Number of case.

2) Median

The median is defined as that point in a distribution of measure which 50 percent of the cases lie. Example:

18   20   22   25   25   30

Median: any point from 22.5 to 24.5 fits the definition of the median. In this case, $\underline{22.5 + 24.5} = 23.5$

3) The Modus / Mode

The mode is the value in a distribution that occurs most frequently. Example:

14   16   16   17   18   19   19   21

22

The mode of this distribution is 19 because it is the most frequent score.

d. The writer calculated the deviation score and standard deviation using the formula:

1) Deviation Score

$\overline{}$

$$x = X - \overline{X}$$

x = Deviation Score

X = raw score

$\overline{X}$ = Mean

2) Standard Deviation

$$S^2 = \frac{\sum x^2}{N-1}$$

$$s = \sqrt{\frac{\sum x^2}{N-1}}$$

$$s = \sqrt{\frac{\sum x^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where =

$\sum x^2$ = sum of the squares of each score (i.e., each score

is first squared, and then these squares are

summed)

$(\sum X)^2$ = sum of the score squared (the scores are first

summes, and then this total is squared)

N = Number of cases

 e. The writer interpreted the analyzed result.

 f. The writer given a conclusion.

2. Data Displaying

In compiling survey results the first thing a researcher needs to do was to decide on coding categories. The writer assigned a numerical code to the data, the data needed to be recorded in some fashion. The best way to do this was in some type of a table in which the writer identified the respondents in the left-hand column and used the rows in the table to list the participant's responded to each item.

The writer used questionnaire with the close ended questions and likert type scale (strongly agree, agree, neutral, disagree and strongly disagree) as the instrument for collecting the data. Sandra stated that once the information is compiled in a table, it needs to be displayed in some way. There were several possible alternatives.

a. One is to simply report the *frequency* of each response. Hence, in the example of having students rank the importance of each skill, one could simply describe how many students ranked writing as one, and how many ranked listening as one, and so on.

b. A second alternative is to describe the results in *percentages*. If researchers choose to describe the results in terms of frequency or percentages they could also display these results in a figure using a bar graph or pie chart. Visually displaying results in this way often makes it easier to highlight the results of the survey.

c. Finally, with interval scales one could describe the data in terms of *central tendency*. As mentioned earlier, attitude scales are

often treated as interval scales so that the central tendency of Likert-scale questions is sometimes calculated. The most common types of central tendency are the mean, mode, and median. The *mean* or average is calculated by adding up the scores and dividing by the number of participants. The *median* is the number in a set of numbers that represents the point at which 50% of the items are above and 50% are below. The *mode* is simply the most common number.

CHAPTER IV

RESEARCH FINDINGS AND SUGGESTION

A. Data Presentation

The data presentation of the item score of the students' perception shown in the table frequency distribution, the chart of frequency distribution, the measurement of central tendency (mean, median, and mode) and the measurement of deviation standard. The sample was 107 students for questionnaire. Furthermore the result of the research is as the following :

1. The result of Questionnaires

For analyzing the results of the questionnaire the writer used the data displaying as follow:

Table. 4.1.

Results of the Questionnaire

No	Item		Scale						MN	MDN	MO	SD
			SA	A	N	DA	SDA	Total				
			5	4	3	2	1					
1	1	Number	-	15	34	46	12	107	2.49	2.00	2	.873
		Percent	-	14,0	31,8	43,0	11,2	100				
2	2	Number	13	49	38	7	-	107	3.84	4.00	4	.767
		Percent	12,1	45,8	35,5	6,5	-	100				
3	3	Number	13	49	38	7	-	107	3.64	4.00	4	.783
		Percent	12,1	45,8	35,5	6,5	-	100				

4	4	Number	8	52	22	20	5	107	3.36	4.00	4	1.021
		Percent	7,5	48,6	20,6	18,7	4,7	100				
5	5	Number	8	35	34	24	6	107	3.14	3.00	4	.1.032
		Percent	7,5	32,7	31,8	22,4	5,6	100				
6	6	Number	-	-	9	39	59	107	1.53	1.00	1	.649
		Percent	-	-	8,4	36,4	55,1	100				
7	7	Number	17	51	25	10	4	107	3.63	4.00	4	.986
		Percent	15,9	47,7	23,4	9,3	3,7	100				
8	8	Number	9	55	30	10	3	107	3.53	4.00	4	.883
		Percent	8,4	51,4	28,0	9,3	2,8	100				
9	9	Number	8	22	40	29	8	107	2.93	3.00	3	1.0400
		Percent	7,5	20,6	37,4	27,1	7,5	100				
10	10	Number	21	50	30	5	1	107	3.79	4.00	4	.884
		Percent	19,6	46,7	28,0	4,7	,9	100				
11	11	Number	-	39	17	39	12	107	2.78	3.00	2[a]	1.0667
		Percent	-	36,4	15,9	36,4	11,2	100				

12	12	Number	3	25	39	29	11	107	2.81	3.00	3	1.001
		Percent	2,8	23,4	36,4	27,1	10,3	100				
13	13	Number	6	37	37	19	8	107	3.13	3.00	3[a]	1.019
		Percent	5,6	34,6	34,6	17,8	7,5	100				
14	14	Number	9	33	41	18	6	107	3.20	3.00	3	1.004
		Percent	8,4	30,8	38,3	16,8	5,6	100				
15	15	Number	10	49	35	10	3	107	3.50	4.00	4	.894
		Percent	9,3	45,8	32,7	9,3	2,8	100				
16	16	Number	4	6	13	45	39	107	1.98	2.00	2	1.028
		Percent	3,7	5,6	12,1	42,1	36,4	100				
17	17	Number	9	18	49	26	5	107	3.00	3.00	3	.971
		Percent	8,4	16,8	45,8	24,3	4,7	100				
18	18	Number	14	52	32	9	-	107	3.66	4.00	4	.812
		Percent	13,1	48,6	29,9	8,4	-	100				
19	19	Number	38	39	21	6	3	107	3.96	4.00	4	1.018
		Percent	35,5	36,4	19,6	5,6	2,8	100				

20	20	Number	8	40	50	8	1	107	3.43	3.00	3	.778
		Percent	7,5	37,4	46,7	7,5	,9	100				
21	21	Number	11	60	25	10	1	107	3.65	4.00	4	.825
		Percent	10,3	56,1	23,4	9,3	,9	100				
22	22	Number	12	45	37	11	2	107	3.50	4.00	4	.894
		Percent	11,2	42,1	34,6	10,3	1,9	100				
23	23	Number	4	17	48	30	8	107	2.80	3.00	3	.926
		Percent	3,7	15,9	44,9	28,0	7,5	100				
24	24	Number	6	32	50	16	3	107	3.21	3.00	3	.866
		Percent	5,6	29,9	46,7	15,0	2,8	100				
25	25	Number	4	38	53	9	3	107	3.29	3.00	3	.789
		Percent	3,7	35,5	49,5	8,4	2,8	100				
26	26	Number	8	18	50	25	6	107	2.97	3.00	3	.966
		Percent	7,5	16,8	46,7	23,4	5,6	100				
27	27	Number	14	61	25	6	1	107	3.76	4.00	4	.787
		Percent	13,1	57,0	23,4	56	,9	100				
28	28	Number	13	39	15	38	2	107	3.21	3.00	4	1.116
		Percent	12,1	36,4	14,0	3,55	1,9	100				

29	29	Number	6	22	45	27	7	107	2.93	3.00	3	.9 74
		Percent	5,6	20,6	42,1	25,2	6,5	100				
30	30	Number	11	45	35	11	5	107	3.43	4.00	4	.9 72
		Percent	10,3	42,1	32,7	10,3	4,7	100				
31	31	Number	6	33	37	26	5	107	3.08	3.00	3	.9 82
		Percent	5,6	30,8	34,6	24,3	4,7	100				
32	32	Number	-	3	35	49	20	107	2.20	2.00	2	.7-70
		Percent	-	2,8	32,7	45,8	18,7	100				

It was apparent from the table above that the students' response to the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya.

B. **Research Finding**

The result of research on students' perception on the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya was obtained by employing questionnaire as the main instrument to collect the data. The presented data consisted of responses, central tendency (mean, median, modus and standard deviation). There were 107 from three different academic years who were chosen as sampling.

The first step was to tabulate score into the table of calculation Mean. The table was shown below :

Table 4.2

The calculation of Mean of students' perception (item 1)

X	F	FX
5	-	-
4	15	62
3	34	100
2	46	92
1	12	12
	N = 107	$\sum X = 266$

Mean :

$$\overline{X} = \frac{\sum X}{N} = \frac{266}{107} = 2,49$$

The Mean of item 1 is 2,49.

`Next step is to tabulate the score into the table of calculation Deviation Score and Standard Deviation.

Table 4.3

The Calculation of Deviation Score and Standard Deviation of Students'

Perception (Item 1)

X	F	FX	X	X2	Fx2
5	0	0	2,51	6,30	0,00
4	15	62	1,51	2,28	34,20
3	34	100	0,51	0,26	8,84
2	46	92	-0,49	0,24	11,04
1	12	12	-1,49	2,22	26,64
	N = 107	$\sum Fx=$			$\sum Fx^2 = 80,73$

$$\text{Stdev} = \sqrt{\frac{\sum fx^2}{n-1}} = \sqrt{\frac{80,73}{107-1}} = \sqrt{\frac{80,73}{106}} = \sqrt{0765} = 0.73$$

Table. 4.4 results of analysis of survey item_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	11.2	11.2	11.2
	2	46	43.0	43.0	54.2
	3	34	31.8	31.8	86.0
	4	15	14.0	14.0	100.0
	Total	107	100.0	100.0	

Item 1, students don't like the idea of oral presentation. There were 12 students (11,2 %) strongly disagreed, 46 students (43,0 %) disagreed, 34 students (31,8 %) neutral, and 15 students (14,0%) agreed.

Table. 4.5 results of analysis of survey Item_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	5.6	5.6	5.6
	3	23	21.5	21.5	27.1
	4	60	56.1	56.1	83.2
	5	18	16.8	16.8	100.0
	Total	107	100.0	100.0	

Item 2, Students like to do an oral presentation with a group. There were 6 students (5,6 %) disagreed, 23 students (21,5 %) neutral, 60 students (56,1%) agreed and 18 students (16,8 %) strongly agreed.

Table. 4.6 results of analysis of survey Item_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	7	6.5	6.5	6.5
	3	38	35.5	35.5	42.1
	4	49	45.8	45.8	87.9
	5	13	12.1	12.1	100.0
	Total	107	100.0	100.0	

Item 3, Very anxious before an oral presentations. There were 7 students (6,5 %) disagreed, 38 students (35,5 %) neutral, 49 students agreed (45,8 %) and 13 students (12,1%) strongly agreed.

Table. 4.7 results of analysis of survey Item_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	4.7	4.7	4.7
	2	20	18.7	18.7	23.4
	3	22	20.6	20.6	43.9
	4	52	48.6	48.6	92.5
	5	8	7.5	7.5	100.0
	Total	107	100.0	100.0	

Item 4, an oral presentation exam difficult because I have low self-confidence. There were 5 students (4,7 %) strongly disagreed, 20 students (18,7 %) disagreed, 22 students (20,6 %) neutral, 52 students agreed (48,6 %) and 8 students (7,5%) strongly agreed.

Table. 4.8 results of analysis of survey Item_5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	5.6	5.6	5.6
	2	24	22.4	22.4	28.0
	3	34	31.8	31.8	59.8
	4	35	32.7	32.7	92.5
	5	8	7.5	7.5	100.0
	Total	107	100.0	100.0	

Item 5, feel embarrassed when do an oral presentation. There were 6 students (5,6 %) strongly disagreed, 24 students (22,4 %) disagreed, 34 students (31,8 %) neutral, 35 students (32,7 %) agree and 8 students (7,5 %) strongly agreed.

Table. 4.9 results of analysis of survey Item_6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	59	55.1	55.1	55.1
	2	39	36.4	36.4	91.6
	3	9	8.4	8.4	100.0
	Total	107	100.0	100.0	

Item 6, on oral presentation day skip class. There were 59 students (55,1 %) strongly disagreed, 39 students (36,4 %) disagreed, 9 students (6,5 %) neutral.

Table. 4.10 results of analysis of survey Item_7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	3.7	3.7	3.7
	2	10	9.3	9.3	13.1
	3	25	23.4	23.4	36.4
	4	51	47.7	47.7	84.1
	5	17	15.9	15.9	100.0
	Total	107	100.0	100.0	

Item 7, bring notes during oral presentation even if well prepared. There were 4 students (3,7 %) strongly disagreed, 10 students (9,3 %) disagreed, 25 students (23,4 %) neutral, 51 students (47,7 %) agreed and 17 students (15,9%) strongly agreed.

Table. 4.11 results of analysis of survey Item_8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	2.8	2.8	2.8
	2	10	9.3	9.3	12.1
	3	30	28.0	28.0	40.2
	4	55	51.4	51.4	91.6
	5	9	8.4	8.4	100.0
	Total	107	100.0	100.0	

Item 8, feel worried even if have prepared well beforehand. There were 3 students (2,8 %) strongly disagreed, 10 students (9,3%) disagreed, 30 students (28,0 %) neutral, 55 student (51,4 %) agreed, and 9 students (8,4 %).

Table. 4.12 results of analysis of survey Item_9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	7.5	7.5	7.5
	2	29	27.1	27.1	34.6
	3	40	37.4	37.4	72.0
	4	22	20.6	20.6	92.5
	5	8	7.5	7.5	100.0
	Total	107	100.0	100.0	

Item 9, when starting oral presentation, forget everything wanted to say. There were 8 students (7,5 %) strongly disagreed, 29 students (27,1 %) disagreed, 40 students (37,4 %) neutral, 22 students (20,6%) agreed and 8 students strongly agreed (7,5 %).

Table. 4.13 results of analysis of survey Item_10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	.9	.9	.9
2	5	4.7	4.7	5.6
3	30	28.0	28.0	33.6
4	50	46.7	46.7	80.4
5	21	19.6	19.6	100.0
Total	107	100.0	100.0	

Item 10, peers speak English better than. There were 1 students (9%) strongly disagreed, 5 students (4,7 %) disagreed, 30 students (28,0 %) neutral, 50   students (38,3%) agreed   and 21 (19,6%) students strongly agreed.

Table. 4.14 results of analysis of survey Item_11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	12	11.2	11.2	11.2
2	39	36.4	36.4	47.7
3	17	15.9	15.9	63.6
4	39	36.4	36.4	100.0
Total	107	100.0	100.0	

Item 11, hate oral presentations because of a past negative experience. There were 12 students (11,2 %) strongly disagreed, 39

students (36,4 %) disagreed, 17 students (15,9 %) neutral and 39

students (36,4%) agreed.

Table. 4.15 results of analysis of survey Item_12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	10.3	10.3	10.3
	2	29	27.1	27.1	37.4
	3	39	36.4	36.4	73.8
	4	25	23.4	23.4	97.2
	5	3	2.8	2.8	100.0
	Total	107	100.0	100.0	

Item 12, feel shy during oral presentation. There were 11

students (10,3 %) strongly disagreed, 29 students (27,1 %)

disagreed, 39 students (36,4%) neutral, 25 students (23,4%) agreed

and 3 students (2,8%) strongly agreed .

Table. 4.16 results of analysis of survey Item_13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	7.5	7.5	7.5
	2	19	17.8	17.8	25.2
	3	37	34.6	34.6	59.8
	4	37	34.6	34.6	94.4
	5	6	5.6	5.6	100.0
	Total	107	100.0	100.0	

Item 13, afraid of failure in oral presentation. There were 8

students (7,5 %) strongly disagreed, 19 students (17,8 %) disagreed, 37

students (34,6%) neutral, 37 students (34,6%) agreed and 6 students (5,6%) agreed.

Table. 4.17 results of analysis of survey Item_14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	5.6	5.6	5.6
	2	18	16.8	16.8	22.4
	3	41	38.3	38.3	60.7
	4	33	30.8	30.8	91.6
	5	9	8.4	8.4	100.0
	Total	107	100.0	100.0	

Item 14, need to read from notes during oral presentations. There were 6 students (5,6 %) strongly disagreed, 18 students (16,8 %) disagreed, 41 students (48,3 %) neutral, 33 students (30,8 %) agreed and 9 students (8,4%) strongly agreed.

Table. 4.18 results of analysis of survey Item_15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	2.8	2.8	2.8
	2	10	9.3	9.3	12.1
	3	35	32.7	32.7	44.9
	4	49	45.8	45.8	90.7
	5	10	9.3	9.3	100.0
	Total	107	100.0	100.0	

Item 15, prefer to see someone's presentation before starting my own. There were 3 students (2,8 %) strongly disagreed, 10 students

(9,3 %) disagreed, 35 students (32,7 %) neutral, 49 students (45,8 %)

strongly agreed and 10 students (9,3%) strongly agreed.

Table. 4.19 results of analysis of survey Item_16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	39	36.4	36.4	36.4
2	45	42.1	42.1	78.5
3	13	12.1	12.1	90.7
4	6	5.6	5.6	96.3
5	4	3.7	3.7	100.0
Total	107	100.0	100.0	

Item 16, don't know how to use technology in oral presentation.

There were 39 students (36,4 %) strongly disagreed, 45 students

(42,1%) disagreed, 13 students (12,1 %) neutral, 6 students (5,6 %)

agreed and 4 students (3,7%) strongly agreed.

Table. 4.20 results of analysis of survey Item_17

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	5	4.7	4.7	4.7
2	26	24.3	24.3	29.0
3	49	45.8	45.8	74.8
4	18	16.8	16.8	91.6
5	9	8.4	8.4	100.0
Total	107	100.0	100.0	

Item 17, care about grammar more than fluency in oral presentation. There were 5 students (4,7 %) strongly disagreed, 26 students (24,3 %) disagreed, 49 students (45,8 %) neutral, 18 students (16,8%) agreed and 9 students (8,4%) strongly agreed.

Table. 4.21 results of analysis of survey Item_18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	9	8.4	8.4	8.4
	3	32	29.9	29.9	38.3
	4	52	48.6	48.6	86.9
	5	14	13.1	13.1	100.0
	Total	107	100.0	100.0	

Item 18, during oral presentation, I think in Indonesia then translate it into English. There were 9 students (8,4%) disagreed, 32 students (29,9 %) neutral, 52 students (48,6 %) agreed and 14 students (13,1%) strongly agreed.

Table. 4.22 results of analysis of survey Item_19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	2.8	2.8	2.8
	2	6	5.6	5.6	8.4
	3	21	19.6	19.6	28.0
	4	39	36.4	36.4	64.5
	5	38	35.5	35.5	100.0
	Total	107	100.0	100.0	

Item 19, the speaking course is not enough to improve my speaking skill. There were 3 students (2,8 %) strongly disagreed, 6 students (5,6 %) disagreed, 21 students (19,6 %) neutral, and 39 students (36,4 %) agreed and 38 students (35,5%) strongly agreed.

Table. 4.23 results of analysis of survey Item_20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.9	.9	.9
	2	8	7.5	7.5	8.4
	3	50	46.7	46.7	55.1
	4	40	37.4	37.4	92.5
	5	8	7.5	7.5	100.0
	Total	107	100.0	100.0	

Item 20, I find it hard to find the suitable word to express my meaning. There were 1 students (9 %) strongly disagreed, 8 students (7,5 %) disagreed, 50 students (46,7 %) neutral, 40 students (37,4%) agreed and 8 students (7,5%) strongly agreed.

Table. 4.24 results of analysis of survey Item_21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.9	.9	.9
	2	10	9.3	9.3	10.3
	3	25	23.4	23.4	33.6
	4	60	56.1	56.1	89.7
	5	11	10.3	10.3	100.0

Table. 4.24 results of analysis of survey Item_21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.9	.9	.9
	2	10	9.3	9.3	10.3
	3	25	23.4	23.4	33.6
	4	60	56.1	56.1	89.7
	5	11	10.3	10.3	100.0
	Total	107	100.0	100.0	

Item 21, I have the problem with oral fluency and pronunciation during an oral presentation. There were 1 students (9 %) strongly disagreed, 10 students (9,3 %) disagreed, 25 students (23,4 %) neutral, 60 students (56,1 %) agreed and 11 students (10,3%) strongly agreed.

Table. 4.25 results of analysis of survey Item_22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.9	1.9	1.9
	2	11	10.3	10.3	12.1
	3	37	34.6	34.6	46.7
	4	45	42.1	42.1	88.8
	5	12	11.2	11.2	100.0
	Total	107	100.0	100.0	

Item 22, I prefer to be assessed by written exams rather than oral presentations. There were 2 students (1,9 %) strongly disagreed, 11 students (10,3 %) disagreed, 37 students (34,6%) neutral, 45 students (42,1%) agreed and 12 students (11,2%) strongly agreed.

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Table. 4.26 results of analysis of survey Item_23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	7.5	7.5	7.5
	2	30	28.0	28.0	35.5
	3	48	44.9	44.9	80.4
	4	17	15.9	15.9	96.3
	5	4	3.7	3.7	100.0
	Total	107	100.0	100.0	

Item 23, I prefer to memorize the topic of the oral presentation rather than understand it. There were 8 students (7,5 %) strongly disagreed, 30 students (28,0 %) disagreed, 48 students (44,9 %) neutral, 17 students (15,9 %) agreed and 4 students (3,7%) strongly agreed.

Table. 4.27 results of analysis of survey Item_24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	2.8	2.8	2.8
	2	16	15.0	15.0	17.8
	3	50	46.7	46.7	64.5
	4	32	29.9	29.9	94.4
	5	6	5.6	5.6	100.0
	Total	107	100.0	100.0	

Item 24, The difficulty of the topic is the reason behind my low performance in an oral presentation. There were 3 students (2,8 %) strongly disagreed, 16 students (15,0 %) disagreed, 50 students (46,7

%) neutral, 32 students (29,9 %) agreed and 6 students (5,6%) strongly agreed.

Table. 4.28 results of analysis of survey Item_25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	2.8	2.8	2.8
	2	9	8.4	8.4	11.2
	3	53	49.5	49.5	60.7
	4	38	35.5	35.5	96.3
	5	4	3.7	3.7	100.0
	Total	107	100.0	100.0	

Item 25, I find it difficult to organize my ideas logically during oral presentation. There were 3 students (2,8 %) strongly disagreed, 9 students (8,4 %) disagreed, 53 students (49,5 %) neutral, 38 students (35,5 %) agreed and 4 students (3,7%) strongly agreed.

Table. 4.29 results of analysis of survey Item_26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	5.6	5.6	5.6
	2	25	23.4	23.4	29.0
	3	50	46.7	46.7	75.7
	4	18	16.8	16.8	92.5
	5	8	7.5	7.5	100.0
	Total	107	100.0	100.0	

Item 26, I feel frightened when a lot of people are watching me. There were 6 students (5,6 %) strongly disagreed, 25 students (23,4

%) disagreed, 50 students (46,7 %) neutral, 18 students (16,8 %) agreed and 8 students (7,5%) strongly agreed

Table. 4.30 results of analysis of survey Item_27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.9	.9	.9
	2	6	5.6	5.6	6.5
	3	25	23.4	23.4	29.9
	4	61	57.0	57.0	86.9
	5	14	13.1	13.1	100.0
	Total	107	100.0	100.0	

Item 27, students reactions affect my performance in the oral presentation. There were 1 students (9 %) strongly disagreed, 6 students (5,6 %) disagreed, 25 students (23,4 %) neutral, 61 students (57,0 %) agreed and 14 students (13,1%) strongly agreed

Table. 4.31 results of analysis of survey Item_28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.9	1.9	1.9
	2	38	35.5	35.5	37.4
	3	15	14.0	14.0	51.4
	4	39	36.4	36.4	87.9
	5	13	12.1	12.1	100.0
	Total	107	100.0	100.0	

Item 28, I worry that students will laugh at me when I speak English. There were 2 students (1,9%) strongly disagreed, 38 students

(35,5 %) disagreed, 15 students (14,0 %) neutral, 39 students (36,4 %) agreed and 13 students (12,1%) strongly agreed.

Table. 4.32 results of analysis of survey Item_29

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	7	6.5	6.5	6.5
2	27	25.2	25.2	31.8
3	45	42.1	42.1	73.8
4	22	20.6	20.6	94.4
5	6	5.6	5.6	100.0
Total	107	100.0	100.0	

Item 29, when late students will laugh at me when I speak English. There were 7 students (6,5%) strongly disagreed, 27 students (25,2 %) disagreed, 45 students (42,1 %) neutral, 22 students (20,6 %) agreed and 6 students (5,6%) strongly agreed.

Table. 4.33 results of analysis of survey Item_30

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	5	4.7	4.7	4.7
2	11	10.3	10.3	15.0
3	35	32.7	32.7	47.7
4	45	42.1	42.1	89.7
5	11	10.3	10.3	100.0
Total	107	100.0	100.0	

Item 30, the instructor's interruption with questions or critism affects my performance. There were 5 students (4,7%) strongly

disagreed, 11 students (10,3 %) disagreed, 35 students (32,07 %) neutral, 45 students (42,1 %) agreed and 11 students (10,3%) strongly agreed.

Table. 4.34 results of analysis of survey Item_31

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	4.7	4.7	4.7
	2	26	24.3	24.3	29.0
	3	37	34.6	34.6	63.6
	4	33	30.8	30.8	94.4
	5	6	5.6	5.6	100.0
	Total	107	100.0	100.0	

Item 31, I try to avoid the instructor's eyes during oral presentation. There were 5 students (4,7%) strongly disagreed, 26 students (24,3 %) disagreed, 37 students (34,6 %) neutral, 33 students (30,8 %) agreed and 6 students (5,6%) strongly agreed.

Table. 4.35 results of analysis of survey Item_32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	20	18.7	18.7	18.7
	2	49	45.8	45.8	64.5
	3	35	32.7	32.7	97.2
	4	3	2.8	2.8	100.0
	Total	107	100.0	100.0	

Item 32, I don't get useful feedback from the instructor after the oral presentation. There were 20 students (18,7%) strongly disagreed,

49 students (45,8 %) disagreed, 35 students (32,7 %) neutral, 3

students (2,8 %) agreed.
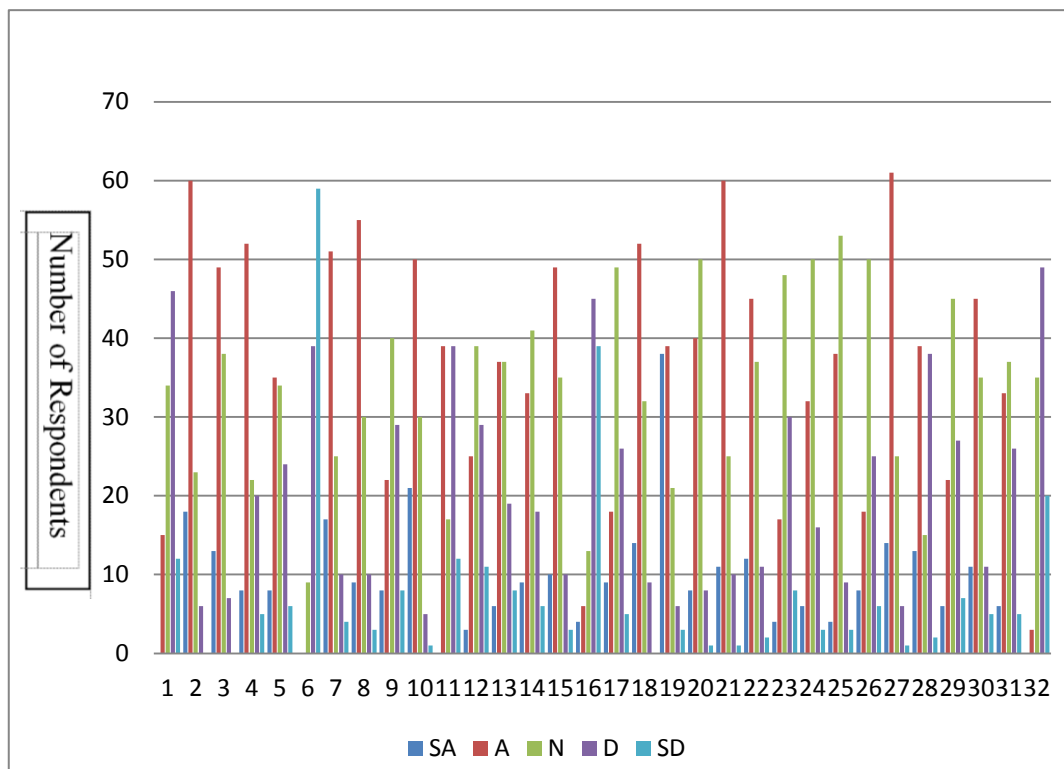
Figure 4.1

Chart of Students Perception on the difficulties in oral presentation as a form of speaking skill assessment

A. Discussion

The writer problem stated: " How is the English students' perception on the difficulties in oral presentation as a form of speaking skill assessment". The sample of this study was 107 students on the students' whoever did oral presentation at IAIN Palangka Raya.

Table. 4.36 Personal Traits

No Item	Statement	Frequency								
		SA	%	A	%	N	%	D	%	SD	%
1.	I don't like the idea of oral presentations.	-	-	15	14,0	34	31,8	46	43,0	12	11,2
2	I like to do an oral presentation with a group	13	12,1	49	45,8	38	35,5	7	6,5	-	-
3	I feel very anxious before an oral presentation exam.	13	12,1	49	45,8	38	35,5	7	6,5	-	-
4	I find an oral presentation exam difficult because I have low self-confidence.	8	7,5	52	48,6	22	20,6	20	18,7	5	4,7
5	I feel embarrassed	8	7,5	3	32,	3	31,	2	22,	6	5,

No.	Statement	SD f	SD %	D f	D %	N f	N %	A f	A %	SA f	SA %
	when I do an oral presentation in English.			5	7	4	8	4	4		6
6	On presentation day I skip class.	8	7,5	35	32,7	34	31,8	24	22,4	6	5,6
7	I bring notes with me during my oral presentation even if I am well prepared	17	15,9	51	47,7	25	23,4	10	9,3	4	3,7
8	I feel worried even if I have prepared well beforehand.	9	8,4	55	51,4	30	28,0	10	9,3	3	2,8
9	When I start my oral presentation, I forget everything I wanted to say.	8	7,5	22	20,6	40	37,4	29	27,1	8	7,5
10	I feel my peers speak English better than me	21	19,6	50	46,7	30	28,0	5	4,7	1	,9
11	I hate oral presentations because of a past negative experience.	-	-	39	36,4	17	15,9	39	36,4	12	11,2
12	I feel shy during oral presentations.	3	2,8	25	23,4	39	36,4	29	27,1	11	10,3
13	I'm afraid of failure in oral presentations	6	5,6	37	34,6	37	34,6	19	17,8	8	7,5

Item 1, I don't like the idea of oral presentation. There were 12 students (11,2 %) strongly disagreed, 46 students (43,0 %) disagreed, 34 students (31,8 %) neutral, and 15 students (14,0%) agreed. By the data above it could be seen that **43% or 46** students by 107 students **disagreed** on item 1.

Item 2, Students like to do an oral presentation with a group.There were 6 students (5,6 %) disagreed, 23 students (21,5 %) neutral, 60 students (56,1%) agreed and 18 students (16,8 %) strongly agreed. By the data above it could be seen that **56,1 % or 60** students by 107 students **agreed** that to do an oral presentation on item 2.

Item 3, Very anxious before an oral presentation. There were 7 students (6,5 %) disagreed, 38 students (35,5 %) neutral, 49 students agreed (45,8 %) and 13 students (12,1%) strongly agreed. By the data above it could be seen that **45,8 % or 49** students by 107 students **agreed** that on item 3.

Item 4, an oral presentation exam difficult because I have low self-confidence. There were 5 students (4,7 %) strongly disagreed, 20 students (18,7 %) disagreed, 22 students (20,6 %) neutral, 52 students agreed (48,6 %) and 8 students (7,5%) strongly agreed. .By the data above it could be seen that **48,6 % or 52** students by 107 students **agreed** that on item 4.

Item 5, feel embarrassed when doing an oral presentation. There were 6 students (5,6 %) strongly disagreed, 24 students (22,4 %) disagreed, 34 students (31,8 %) neutral, 35 students (32,7 %) agreed and 8 students (7,5 %) strongly agreed. By the data above it could be seen that **32,7 % or 35** students by 107 students **agreed** to activities of public speech.

Item 6, On oral presentation day skip class. There were 59 students (55,1 %) strongly disagreed, 39 students (36,4 %) disagreed, 9 students (6,5

%) neutral. By the data above it could be seen that **55,1 % or 59** students by 107 students **strongly agreed** that on item 6.

Item 7, bring notes during oral presentation even if well prepared. There were 4 students (3,7 %) strongly disagreed, 10 students (9,3 %) disagreed, 25 students (23,4 %) neutral, 51 students (47,7 %) agreed and 17 students (15,9%) strongly agreed.. By the data above it could be seen that **47,7 % or 51** students by 101 students **agreed** that on item 7.

Item 8, feel worried even if have prepared well beforehand. There were 3 students (2,8 %) strongly disagreed, 10 students (9,3%) disagreed, 30 students (28,0 %) neutral, 55 student (51,4 %) agreed, and 9 students (8,4 %). By the data above it could be seen that **51,4 % or 55** students by 107 students **agreed** that feel worried even if have prepared well beforehand.

Item 9, when starting oral presentation, forget everything wanted to say. There were 8 students (7,5 %) strongly disagreed, 29 students (27,1 %) disagreed, 40 students (37,4 %) neutral, 22 students (20,6%) agreed and 8 students strongly agreed (7,5 %). By the data above it could be seen that **37,4 % or 40** students by 107 students **neutral** when start oral presentation, forget everything wanted to say.

Item 10, peers speak English better than. There were 1 students (9%) strongly disagreed, 5 students (4,7 %) disagreed, 30 students (28,0 %) neutral, 50 students (46.7%) agreed and 21 (19,6%) students strongly agreed.By the data above it could be seen that **46,7 % or 50** students by 100 students **agreed** peers speak English better than on item 10.

Item 11, hate oral presentations because of a past negative experience. There were 12 students (11,2 %) strongly disagreed, 39 students (36,4 %) disagreed, 17 students (15,9 %) neutral and 39 students (36,4%) agreed. By the data above it could be seen that **36,4 % or 39 and 36,4% or 39** students by 107 students **disagreed and agreed** to item 11.

Item 12, feel shy during oral presentation. There were 11 students (10,3 %) strongly disagreed, 29 students (27,1 %) disagreed, 39 students (36,4%) neutral, 25 students (23,4%) agreed and 3 students (2,8%) strongly agreed. By the data above it could be seen that **36,4 % or 39** students by 107 students **neutral** that feel shy during an oral presentation.

Item 13, afraid of failure in oral presentation. There were 8 students (7,5 %) strongly disagreed, 19 students (17,8 %) disagreed, 37 students (34,6%) neutral, 37 students (34,6%) agreed and 6 students (5,6%) agreed. By the data above it could be seen that **34,6 % or 37** students **neutral and 34,6 % 0r 37 students agreed** on students by 107 to item 13.

Table. 4.37 Presentation skills

No Item	Statement	Frequency								
		SA	%	A	%	N	%	D	%	SD	%
14.	I need to read from my notes during oral presentations	9	8,4	33	30,8	41	38,3	18	16,8	6	5,6
15	I prefer to see someone's presentation before starting my own.	10	9,3	49	45,8	35	32,7	10	9,3	3	2,8

16	I don't know how to use technology in my oral presentation.	4	3,7	6	5,6	13	12,1	45	42,1	39	36,4
17	I care about grammar more than fluency in oral presentation	9	8,4	18	16,8	49	45,8	26	24,3	5	4,7
18	During oral presentation, I think in Arabic then translate it into English.	14	13,1	52	48,6	32	29,9	9	8,4	-	-
19	The speaking course is not enough to improve my speaking skill.	38	35,5	39	36,4	21	19,6	6	5,6	3	2,8
20	I find it hard to find the suitable word to express my meaning.	8	7,5	40	37,4	50	46,7	8	7,5	1	,9
21	I have a problem with oral fluency and pronunciation during an oral presentation.	11	10,3	60	56,1	25	23,4	10	9,3	1	,9
22	I prefer to be assessed by written exams rather than oral presentations.	12	11,2	45	42,1	37	34,6	11	10,3	2	1,9
23	I prefer to memorize the topic of the oral presentation rather than understand it.	4	3,7	17	15,9	48	44,9	30	28,0	8	7,5
24	The difficulty of the topic is the reason behind my low performance in an oral presentation.	6	5,6	32	29,9	50	46,7	16	15,0	3	2,8
25	I find it difficult to organize my ideas logically during oral presentation.	4	3,7	38	35,5	53	49,5	9	8,4	3	2,8

Item 14, need to read from notes during oral presentations. There were 6 students (5,6 %) strongly disagreed, 18 students (16,8 %) disagreed, 41 students (48,3 %) neutral, 33 students (30,8 %) agreed and 9 students (8,4%) strongly agreed. By the data above it could be seen that **48,3 % or 41** students by 107 students **neutral** that need to read from notes during oral presentations.

Item 15, prefer to see someone's presentation before starting my own. There were 3 students (2,8 %) strongly disagreed, 10 students (9,3 %) disagreed, 35 students (32,7 %) neutral, 49 students (45,8 %) strongly agreed and 10 students (9,3%) strongly agreed. By the data above it could be seen that 4**5 % or 49** students by 107 students **agreed** that prefer to see someone's presentation before starting own.

Item 16, don't know how to use technology in an oral presentation. There were 39 students (36,4 %) strongly disagreed, 45 students (42,1%) disagreed, 13 students (12,1 %) neutral, 6 students (5,6 %) agreed and 4 students (3,7%) strongly agreed. By the data above it could be seen that **42,1 % or 45** students by 107 students **disagreed** that don't know how to use technology in an oral presentation.

Item 17, care about grammar more than fluency in an oral presentation. There were 5 students (4,7 %) strongly disagreed, 26 students (24,3 %) disagreed, 49 students (45,8 %) neutral, 18 students (16,8%) agreed and 9 students (8,4%) strongly agreed. By the data above it could be

seen that 4**5**,8 **% or 49** students by 107 students **neutral** that care about grammar more than fluency in oral presentation.

Item 18, during an oral presentation, I think in Indonesia then translate it into English. There were 9 students (8,4%) disagreed, 32 students (29,9 %) neutral, 52 students (48,6 %) agreed and 14 students (13,1%) strongly agreed. By the data above it could be seen that **48,6 % or 52** students by 107 students **agreed** that during an oral presentation, I think in Indonesia then translate it into English.

Item 19, the speaking course is not enough to improve my speaking skill. There were 3 students (2,8 %) strongly disagreed, 6 students (5,6 %) disagreed, 21 students (19,6 %) neutral, and 39 students (36,4 %) agreed and 38 students (35,5%) strongly agreed. By the data above it could be seen that **36,4 % or 39** students by 107 students **agreed** that the speaking course is not enough to improve my speaking skill.

Item 20, I find it hard to find the suitable word to express my meaning. There were 1 students (9 %) strongly disagreed, 8 students (7,5 %) disagreed, 50 students (46,7 %) neutral, 40 students (37,4%) agreed and 8 students (7,5%) strongly agreed. By the data above it could be seen that **46,7 % or 50** students by 107 students **neutral** that I find it hard to find the suitable word to express my meaning.

Item 21, I have a problem with oral fluency and pronunciation during an oral presentation. There were 1 students (9 %) strongly disagreed, 10 students (9,3 %) disagreed, 25 students (23,4 %) neutral, 60 students (56,1

%) agreed and 11 students (10,3%) strongly agreed. By the data above it could be seen that **56,1 % or 60** students by 107 students **agreed** that I have a problem with oral fluency and pronunciation during an oral presentation.

Item 22, I prefer to be assessed by written exams rather than oral presentations. There were 2 students (1,9 %) strongly disagreed, 11 students (10,3 %) disagreed, 37 students (34,6%) neutral, 45 students (42,1%) agreed and 12 students (11,2%) strongly agreed. By the data above it could be seen that **42,1 % or 45** students by 107 students **agreed** that prefer to be assessed by written exams rather than oral presentations.

Item 23, I prefer to memorize the topic of the oral presentation rather than understand it. There were 8 students (7,5 %) strongly disagreed, 30 students (28,0 %) disagreed, 48 students (44,9 %) neutral, 17 students (15,9 %) agreed and 4 students (3,7%) strongly agreed. By the data above it could be seen that **44,9 % or 48** students by 107 students **neutral** that I prefer to memorize the topic of the oral presentation rather.

Item 24, the difficulty of topic is the reason behind my low performance in an oral presentation. There were 3 students (2,8 %) strongly disagreed, 16 students (15,0 %) disagreed, 50 students (46,7 %) neutral, 32 students (29,9 %) agreed and 6 students (5,6%) strongly agreed. By the data above it could be seen that **46,7 % or 50** students by 100 students **neutral** that I am Fluent in English.

Item 25, I find it difficult to organize my ideas logically during an oral presentation. There were 3 students (2,8 %) strongly disagreed, 9 students

(8,4 %) disagreed, 53 students (49,5 %) neutral, 38 students (35,5 %) agreed and 4 students (3,7%) strongly agreed. By the data above it could be seen that **49,5 % or 53** students by 107 students **neutral** that find it difficult to organize ideas logically during an oral presentation.

Table. 4.38 Audience and instructor

No Item	Statement	Frequency									
		SA	%	A	%	N	%	D	%	SD	%
26	I feel frightened when a lot of people are watching me.	8	7,5	18	16,8	50	46,7	25	23,4	6	5,6
27	Students' reactions affect my performance in the oral presentation.	14	13,1	61	57,0	25	23,4	6	56	1	,9
28	I worry that students will laugh at me when I speak English.	13	12,1	39	36,4	15	14,0	38	35,5	2	1,9
29	When late students enter the class or talk to each other during oral presentation, I lose my ideas.	6	5,6	22	20,6	45	42,1	27	25,2	7	6,5
30	The instructor's interruption with questions or criticism affects my performance.	11	10,3	45	42,1	35	32,7	11	10,3	5	4,7
31	I try to avoid the instructor's eyes during oral presentation	6	5,6	33	30,8	37	34,6	26	24,3	5	4,7
32	I don't get useful feedback from the instructor after the oral presentation.	-	-	3	2,8	35	32,7	49	45,8	20	18,7

Item 26, I feel frightened when a lot of people are watching me. There were 6 students (5,6 %) strongly disagreed, 25 students (23,4 %) disagreed, 50 students (46,7 %) neutral, 18 students (16,8 %) agreed and 8 students (7,5%) strongly agreed. By the data above it could be seen that **46,7 % or 50** students by 107 students **neutral** that I feel frightened when a lot of people are watching me.

Item 27, students reactions affect my performance in the oral presentation. There were 1 students (9 %) strongly disagreed, 6 students (5,6 %) disagreed, 25 students (23,4 %) neutral, 61 students (57,0 %) agreed and 14 students (13,1%) strongly agreed. By the data above it could be seen that **57,0 % or 60** students by 107 students **agreed** that, students reactions affect my performance in the oral presentation.

Item 28, I worry that students will laugh at me when I speak English. There were 2 students (1,9%) strongly disagreed, 38 students (35,5 %) disagreed, 15 students (14,0 %) neutral, 39 students (36,4 %) agreed and 13 students (12,1%) strongly agreed. By the data above it could be seen that **36,4 % or 39** students by 107 students **agreed** that I worry that students will laugh at me when I speak English.

Item 29, when late students will laugh at me when I speak English. There were 7 students (6,5%) strongly disagreed, 27 students (25,2 %) disagreed, 45 students (42,1 %) neutral, 22 students (20,6 %) agreed and 6 students (5,6%) strongly agreed. By the data above it could be seen that **42,1**

% or 45 students by 107 students **neutral** that when late students will laugh at me when I speak English.

Item 30, the instructor's interruption with questions or criticism affects my performance. There were 5 students (4,7%) strongly disagreed, 11 students (10,3 %) disagreed, 35 students (32,07 %) neutral, 45 students (42,1 %) agreed and 11 students (10,3%) strongly agreed. By the data above it could be seen that **42,1 % or 45** students by 107 students **agreed** that the instructor's interruption with questions or criticism affects my performance.

Item 31, I try to avoid the instructor's eyes during an oral presentation. There were 5 students (4,7%) strongly disagreed, 26 students (24,3 %) disagreed, 37 students (34,6 %) neutral, 33 students (30,8 %) agreed and 6 students (5,6%) strongly agreed. . By the data above it could be seen that **34,6 % or 37** students by 107 students **neutral** that try to avoid the instructor's eyes during oral presentation.

Item 32, I don't get useful feedback from the instructor after the oral presentation. There were 20 students (18,7%) strongly disagreed, 49 students (45,8 %) disagreed, 35 students (32,7 %) neutral, 3 students (2,8 %) agreed. By the data above it could be seen that **45,8 % or 49** students by 107 students **neutral** that get useful feedback from the instructor after the oral presentation.

In conclusion, the result of the study from the date was found by doing the research on students' perceptions of the difficulties in oral presentation as a form speaking skill at IAIN Palangka Raya found that most of the

student have the positive perception on the difficulties in oral presentation as a form of speaking skill.

The result of study almost same with the result of Nowreyah et all that he found some respondents tended to EFL college students' perception of the difficulties in oral presentation as a form of assessment. The paper concludes by conclusions, implication, and recommendations indicate that students difficulties with their oral presentation at a medium level. The results indicate the need for teachers provide a more suitable environment for students to conduct their presentations, including encouragement and support. Student need to see a peer's presentation modeled before they give   their   own.

CHAPTER V

CONCLUSION AND SUGGESTION

The chapter presents conclusion and suggestion on the basis of the research finding and discussion. The conclusions deal with the results of the research finding. Meanwhile suggestions are addressed to other writer and those who are interested in researching English students' perception of the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya.

A. Conclusion

This study was focused on the English students' perceptions on the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya.

Based on the result showed that most students' agreed about the difficulties in oral presentation, it could be seen from the score of Mode or the study had a positive perception. Survey proved that most of the students have the difficulties to do an oral presentation as a form of speaking skill assessment in the perspective of students.

B. Suggestion

Concerned with the conclusion, the writer would like to propose some the following suggestions that hopefully would be useful and valuable for the students, and the researchers.

1. For the students

The writer recommended the students that an oral presentation can be made to develop and improve their oral presentation.

2.   For the other teacher

Teachers must be given encouragement and support their students so that can make students confidence.

3.   For the other writers

    This thesis, the writer recognized the design of the study was very simple. There are still many weaknesses that could be seen. Therefore, for further research is expected that the other researchers can improve this study with the better design and different object in order to support the result finding. In short, the writer approves the other researchers can use this research as the reference for conducting their research.

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