

# The Impact of English EFL Technology PowerPoint in Learning Speaking for English Pre-Service Teacher

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**Abstract.** Language is a communication tool to convey ideas or opinions and feelings to others. Through language, people can be interconnected, share, learn from each other, and improve their intellectual abilities. The ability to communicate in English is very crucial in the world of work. One of the abilities demanded by alumni of English education study programs is the ability to communicate in English. So far, based on the experience of researchers while teaching, there are still students who are unable to speak in public or make English presentations. They have less confidence to do it. The fourth-semester students of the English Education Study Program applied This English Presentation method. This research uses descriptive qualitative method to describe in public speaking by using English.

## 1. Introduction

Language is one of the significant elements that affect international communication activities and students utilize different parts of English language skills for their proficiency and communication [1]. English has a significant role in the world because English is an international language. By knowing and learning English, we can read scientific and technological books written in English so that we can get some information, knowledge, and events about world developments. Media of teaching has a very important role effectively helping teachers to deliver materials to students. It is not a main tool that every teacher has to use when they teach, but it could be very useful in order to support the teaching learning process between teachers and students. The technological device in language teaching is not now, as what Dudeney and Hockly said: "*technology in language teaching is not now. Indeed technology has been around in language teaching for decades one might argue for centuries*" [2]. Speaking is one way to convey information and also as a tool to convey messages from one person to another as a form of interaction between them. The success of communication can see from the understanding between the messenger and the recipient of the message. However, not everyone can communicate verbally in front of many people, especially by using English. Based on the background of the problem, problem identification, and problem limitation that has risen, the formulation of the problems examined in this study is: (1) Can English Presentation improves the ability to speak English? (2) How to improve English speaking skills through English Presentation? Based on the problem to investigate, the objectives of this study are to (1) Determine the use of English presentation in improving the students' abilities, (2) Knowing the application of the English presentation method in speaking learning.



### *1.1. Speaking Skills*

Speaking is a process of verbal communication between speaker and listener that involves the productive ability to speak and the ability to accept listening with understanding. Speaking is one of the skills that need to study in order to have good communication with others. Speaking considered a necessary skill because it is important in facilitating and masters the English language. In many contexts, speaking is often a skill upon which a person is valued based on its nominal value, which means that people may often judge our language competence from our speaking skills rather than other language skills. In speaking classes, learners hope to be able to express their ideas and convey them to others [3]. For this reason, practice using language, especially English, is essential to improve his ability to speak. The success of verbal communication can see from the understanding between the listener and the speaker. Characteristics of successful speaking are as follows: (a) Learners talk more. As much as possible, e-learning time is used by learners to talk, (b) participation of learners, all get the same opportunity, and contribute fairly according to the portion of time, (c) Have high motivation. Learners always want to talk; it is because the topic is interesting, and there is something new to say and (d) the level of acceptable language. Learners will express themselves in talking about things that are relevant to their age; it will be easy to understand the level of language accurately, the role in facilitating language learning guiding the procedures and classroom activities, and set the class as the setting for communication and communicative activities [4]. Some language experts have tried to categorize the function of speech in human interaction. The function of speaking is classified into three, namely talking as interaction, talking as a transaction, and talking as performance. The following is an explanation of the function of speech: (a) Speak as an Interaction; (b) Speak as Transaction, type of talk or talk refers to situations where the focus is on what is said or done. The message is an important focus here and makes oneself understood clearly and accurately, not participants and how they interact socially with each other; (c) Speaking as a Performance, this refers to the public or speaking, speaking in public that is, talking that sends information before the audience such as morning talks, public announcements, and speeches [5]. In Indonesia, English is used as a foreign language because it is not a daily medium. Instead, it used for international business and communication purposes. This failure stems from many factors as follows: (a) lack of qualified teachers; (b) lack of motivation in learning; (c) lack of standard textbooks; (d) lack of teaching material; (e) lack of standard curriculum. There are three factors of learner's anxiety in speaking English; linguistic factors related to grammar errors, psychological factors related to learner's fear of making mistakes, and unknown factors relating to the environment and unpredictable factors. Speaking is an output skill which is integrated to other skills such as listening and reading. It becomes one of the most important skills that is used by people in daily activities, speaking dominantly becomes the most used skill of English in daily life. As what Thornbury stated: speaking is so much a part of daily life that we take it for granted [6]. Therefore teachers must be able to treat learners as the following basic points to overcome the problem: (1) background knowledge and skills; especially in teaching, instructors must know the background knowledge and skills of their students to make it easier for lecturers and students to interact especially with the topics to discuss, (2) increasing self-confidence and motivation; learning English is not only studying written but also oral, and (3) national language solidarity, this is related to language that is not commonly used by certain environments and students must also know several strategies to engage the audience (question, examination, and assignment), respond to audience input and use non-verbal communication such as gaze, facial expressions and movements [7].

### *1.2. English Presentation Method in Learning*

A presentation is an activity of speaking in front of a large audience [8]. However, at this time, presentations were also made in the learning process, both those made by teachers and students. The purpose of presentations in the learning process varies, for example, to provide information, to convince participants, deliver messages, and even to conduct assessments. Presentation Structure English ninety-nine percent or more of the preparations normally devoted to content, an hour of making and completing

presentation materials, and whatever time is left if there is time left for training [9]. However, how to practice literally can make or break presentations because they do not practice properly, or they never practice at all. Effective presentations well organized; this eases the listener to follow; there are three parts of a typical presentation: beginning, middle, and end, or an introduction, body, and conclusion. During the first decade of the current millennium, there have been an increasing number of discussions regarding how individuals communicate with each other in multicultural environments and the need to understand different cultures [10]. From some of the theories of opinion, it can be assumed that presentations or other activities carried out in groups will greatly assist students in improving their ability to speak English without fear of mistakes made. Pedagogically, student presentations represent Canale and Swain's theory about communicative competence [11].

### 1.3. Use of Technology in Teaching English

Technology is the product of human being that can be helpful to enhance education, especially in the EFL learning and teaching processes. PowerPoint is software in the computer program that has some interesting features and can facilitate students to be involved in learning process with their own preferred ways. PowerPoint is a term frequently heard and discussed among educational technologists. This computer software allows students to integrate text, video, animation, audio, graphics, and test resources to develop effective presentations on an affordable desktop computer. In terms of the computer software usage in language classroom, visual aids can be a helpful tool in the language classroom [12]. Technology is utilized for the upliftment of modern styles; it satisfies both visual and auditory senses of the students. With the spread and development of English around the world, English has been learned and used by more and more speakers. According to Bull and Ma, technology provides offers unlimited resources to language learners [13].

It is the language at the leading edge of scientific and technological development, new thinking in economies and management, new literatures and entertainment genre [14]. As the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who use 'cutting edge' technology, but the majority of teachers still teach in the traditional manner. None of these traditional manners are bad or damaging the students. In fact, till date they are proving to be useful also. However, there are many more opportunities for students to gain confidence practice and extend themselves, especially for ESL students who learn the language for more than just fun. For them to keep pace with ELT and gain more confidence they have to stride into the world of multimedia technology [15].

## 2. Method

The purpose of this study is to determine the ability to speak English through *English Presentations* can improve students' understanding of speaking skills, and find out students' opinions regarding the application of the English Presentation method in *speaking* courses. To achieve these objectives, the research method used in this study is descriptive qualitative. The research was carried out in the English Language Education Program. The research site chosen at Majalengka University, so it hoped that the results of this study could make a real contribution to better learning activities. In this study, the subject of the research was the second-semester students in the English education study program. In this study, the research procedures were arranged according to the type of research to be carried out. The stages of the implementation of the research to be carried out are: (1) Planning, in this stage, plans are made related to the learning activities to be carried out and the preparation of research instruments to use, (2) Implementation, in this stage, learning activities with the application English Presentation in speech (speaking), (3) evaluation and interview, devaluation related learning activities will be carried out after the learning activities actually completed. Interviews were conducted to collect data related to research questions, (4) Data Analysis, in this stage, all data collected will be analyzed based on appropriate theories to obtain research results that answer research questions, and (5) Reporting, the final stage that is reporting research results comprehensively. The instrument used in this study was a questionnaire to

determine the level of student anxiety in speaking English in public and also to see students' responses to the use of English presentations.

### 2.1. Data Collection Techniques

1. Researchers distribute questioners to students who contain their opinions in speaking English in public; from the results of the questionnaire, the writer will be able to group students appropriately according to their ability level.
2. Researchers divide small groups of students between making presentations with topics that have been provided (according to the syllabus). After practicing in small groups, students are labelled to be able to mingle with other group members who have the same label. This grouping changes every meeting for about four meetings.
3. Researchers re-distribute the questionnaire on student opinion will be the method of a small group presentation, whether it could reduce their anxiety in speaking English in public or not.

### 2.2. Data analysis technique

Data collected through questionnaires were analyzed qualitatively using a descriptive analysis percentage. The response of each statement in the questioner is very agreed, agree, disagree, strongly disagree, and do not vote.

## 3. Results and Discussion

There are two problems discussed in the results of this study; 1) Whether *English Presentation* can improve English speaking ability, and 2) How to improve English speaking ability through English Presentation.

### 3.1. English Presentation Improves English Speaking Skills

Speaking is one of the skills that need to master in order to have excellent communication with others. Speaking is often a skill upon which a person is valued based on its nominal value, which means that people may often judge our language competence from our speaking skills rather than other language skills. In speaking classes, learners hope to be able to express their ideas and convey them to others. For this reason, practice using language, especially English, is essential to improve his ability to speak. The success of verbal communication can be seen from the understanding between the listener and the speaker. The characteristics of successful speaking are as follows: (a) Learners talk as much as possible learning time used by learners to talk; (b) The participation of learners, all get the same opportunity and contribute somewhat in proportion to their time; and (c) High motivation learners always want to talk; that's because the topic is exciting and there is something new to say; (d) Acceptable language level. Learners will express themselves in talking about things that are relevant to their age; it will be easy to understand the level of language accurately.

### 3.2. Pre-teaching

This activity refers to activities to motivate or activities to generate *background knowledge* of students about the topic being studied. This activity aims to make students ready to follow the topics to be studied, and besides, this activity can also be in the form of activities to link new topics to previous learning knowledge [16]. The instructor/lecturer will use compelling learning media in order to help students generate the fundamental knowledge they have and their relation to the material to be studied.

### 3.3. While teaching

In this core activity, the lecturer presents a new topic to be studied. This activity is called the presentation activity. The Presentation is done by using the media, along with examples that fit the context. Based on the knowledge given enlightenment lecturer at the stage of Presentation, the next activity is activity/stage Practice (exercises). The training given is in the form of training to produce

language (production) according to the topic being studied. Production training is realized through role-play activities, describing pictures, telling or retelling, question and answer, interviews, speeches, games, and other speaking activities.

### 3.4. *Post teaching*

This activity focuses on follow-up activities for the provision of additional duty in the form of favourable comment friends and teachers (lecturers) to exercise the use of language in speech and other so on.

### 3.5. *How to improve English speaking skills through English Presentation*

A presentation is an activity of speaking in front of a broad audience. However, at this time, presentations were also made in the learning process, both those made by teachers and students. The purpose of presentations in the learning process varies, for example, to provide information, to convince participants, deliver messages, and even to conduct assessments. Presentation Structure English ninety-nine percent or more of the preparations usually devoted to content, an hour of making and completing presentation materials, and whatever time is left if there is time left for training. However, how you practice literally can make or break presentations, because they do not practice properly, or they never practice at all. Effective presentations well organized; this eases the listener to follow; there are three parts of a typical presentation: beginning, middle and end, or an introduction, body, and conclusion. From some of the theories of opinion, it can be assumed that presentations or other activities carried out in groups will significantly assist students in improving their ability to speak English without fear of mistakes made. Pedagogically, student presentations represent about communicative competence.

I often encounter difficulties that are confused when it would deliver the materials. Our students are required to be creative in teaching. However, humans have a limit of creativity, sometimes also bored with the material or the way it is delivered. Students are also hard to divide their time. However, what I find most often is the difficulty in creating a conducive learning atmosphere. For presentations, they usually give out material directly on the Presentation, and for example, there are materials about promoting and bargaining products, students will first explain how they run out, they directly present the material by promoting an item, can also make a conversion of the material earlier. The researcher concludes the research with responses to the research questions, the implementation of teaching speaking through presentations in teaching speaking through presentations. The conclusions are: 1) the Presentation is interested in being implemented to deliver argumentative speeches, the students more enthusiastic about learning to speak through presentations than other methods. 2) The use of presentations is more complicated than other methods of teaching speaking. It was shown by the instructor in the interview section that students are happier in teaching speaking through presentations.

## 4. Conclusion

The researcher concludes the research with responses to the research questions, the implementation of teaching speaking through presentations in teaching speaking. The conclusions are: 1) the presentation is interested to be implemented to deliver argumentative speeches. Students are more enthusiastic in learning to speak through presentations than other methods. 2) The use of presentations is more difficult than other methods of teaching speaking. It was shown by the instructor in the interview section that students are happier in teaching speaking through presentations

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