English presentation tasks in improving students' speaking skills at vocational boarding school

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Abstract

Educational institutions must continue to develop effective learning methods, such as presentation tasks that combine theory and practice. In English learning, apart from language skills, soft skills such as communication, conversation, collaboration, leadership, and problem-solving are very important. Vocational IDN Boarding School has set out to provide quality education and continues to improve learning methods that are different from other schools. This research aims to find out how students perceive the presentation of the English presentation task learning in English learning methods for improving students' speaking skills at a vocational boarding school. In this study, qualitative data were used for analyzing it. Data collection in this research used interviews methods, and involved 20 students from grades 10 and 11. The result reveals that the implementation of presentation tasks in English has gone well. Students are more motivated to practice speaking English to improve their speaking skills. The researchers found the novelty that some students' implementation of presentation didn't use the grammar (pattern sentence) and lack of pronunciation. It is hoped that the results of this research can provide nuance or valuable things for presentation development and learning practices in the world of education and will be able to contribute to the literature on English learning in particular and the development of soft skills.

Keywords: *English learning; English presentation; presentation task; speaking skills*

INTRODUCTION

Speaking skills in English is one of the competencies that is very important for every student in today's globalization and modern era (Anwar & Rohmawati, 2022; Hartono et al., 2023). In the Vocational IDN Boarding School environment, the ability to speak English is not only considered as an additional ability, but as an essential need that every student must have. Furthermore, English is a mandatory language used every day at Vocational IDN Boarding School. This is due to the demands of the world of work and further education which increasingly prioritize mastery of English as an international language. Vocational IDN Boarding School is a school that requires all students to use English as their primary language.

However, although the importance of speaking English skills has been widely recognized, many students still face difficulties in mastering these skills (Nikmah & Anwar, 2021; Safitri & Anwar, 2024). Factors such as embarrassment, lack of

practice, and less effective teaching methods are often the main obstacles (Lutfiyana, 2021). This has a very big impact on students with limited opportunities to speak in class. As stated by Sirisrimangkorn (2018), students often lack sufficient opportunities to practice their speaking skills effectively in English classes. This creates a need to find learning approaches that can provide students with more opportunities to practice speaking actively. In this context, innovation in teaching methods becomes very important to help students improve their speaking skills.

As the world of education develops, the application of learning using old methods is no longer productive in current learning. The learning method that must be applied is a learning method that is no longer teacher-centered, because if it is teacher-centered, then students will not be active in the learning process, students will feel bored more easily, and students will not be able to develop their potential or creativity when learning. Learning will take place because students will only be given orders from the teacher to remember something, without knowing how effective learning occurs. Therefore, teachers must be able to find innovative, creative, and effective learning methods for students today. To develop the quality of learning and produce good learning, learning requires methods that are not only teacher-centered, but also student-centered so that students are active in learning (Mustofa & Hindun, 2023). Therefore, a new method is urgently needed that can be used to improve the quality of extraordinary learning outcomes. Apart from that, it is also necessary to choose the right learning model. For example, learning English in the classroom does not only rely on the teacher, but also relies on various factors such as student motivation, adequate learning facilities, a comfortable and peaceful learning environment, and the learning model that will be applied later (Syukur & Soegeng, 2022).

One potential method to overcome this problem is by implementing presentation tasks in English learning as an aspect of improving speaking skills. According to Halimah (2020), presentation project is a particular strategy in learning that changes or is consistent with the face of the traditional classroom. What this means is that through this learning, learning in classes that generally use conventional learning becomes more innovative. Apart from that, this learning is "set" so that students who are more active in learning work together in a group or an individual project. In this way, this method can be chosen and used by teachers as an alternative learning method that will provide a new "colour" in learning which generally tends to be conventional. This method focuses on student involvement in projects that require the active use of English, especially in the form of presentations. Thus, students not only learn English theoretically, but also apply it in real situations that require active communication. With English presentation task, students gain knowledge and skills that have long-term meaning.

Ndraha (2020) says that the presentation, practice, and production (PPP) method is effective in improving students' speaking skills. This method also motivates students, helps them think, interact with other people, and become more active in the teaching and learning process. The study concludes that presentation tasks are effectively implemented in the teaching of writing in Indonesian higher education. The unique commitment to integrating language and content is particularly highlighted. This study presents the stages in learning to write, including essential questions, outline, drafting, editing, and reflection. It also shows the integration of presentation with a genre-based approach and writing process. However, limitations include the narrow scope of the research, lack of analysis of student portfolios, and focus on only one language skill, suggesting future research should explore

assignments in a broader context and for other language skills (Batubara et al., 2023).

The presentation task model is recommended to be used because it has an excellent impact on students' creativity. From the three results, it showed that the implementation of English presentation task models could increase students' creativity. All of those studies results are in line with the objectives. It means that presentation task model can provides an opportunity to improve students' creativity (Cahyani, 2021).

This research aims to explore the effectiveness of implementing a presentation task in improving students' speaking skills at Vocational IDN Boarding School. Apart from that, it provides evaluation results on the implementation of effective and innovative learning in English presentation task. Of course, this learning is very interesting to study, so researcher is very interested in examining the extent of the progress and results of this learning so that it can improve students' soft skills in speaking. Researchers conducted research using an observation, interview and file data collection approach or what is usually called qualitative. By using this method, it is hoped that students will be more motivated, confident and skilled in speaking English. Apart from that, it is also hoped that this research can make a positive contribution to the development of more effective and interesting English teaching methods.

Previous research from Ati and Parmawati (2022) explained that using of oral presentations to improve students' speaking skills. Students find it easy to explain the teacher's material, an example of a presentation using PowerPoint slides is given. Specifically investigating the application of oral presentations in teaching speaking skills, students' responses to their use and students' obstacles in speaking, using qualitative methods it was revealed that the implementation went well. Students have a good response when making presentations.

English presentation task is a learning method that uses pre- experimental design in one class. Presentation task can improve students' speaking skills. In a study conducted by (Ndraha, 2020) it is explained that Presentation, Practice and Production (PPP) Method is an appropriate to be used in improving the students' ability in speaking English. Presentation, Practice, and Production (PPP) Method gives the motivation value for the students; the students can develop their thinking, they build up relationship with other and their mind one to another.

If we look at the three literatures above, the first researcher is more specific in the focus of the research, while the second researcher provides a different methodological approach, and the last researcher focuses more on developing the research context. So here the author will provide differences from some of this literature, namely wanting to provide a specific approach to use presentation projects as part of English presentation task learning to develop students' speaking skills in vocational schools. The researcher emphasizes how students prepare and deliver their presentations, which allows the evaluation to focus more on improving practical and professional speaking skills. In this research also seeks to link speaking skills to real needs in the world of work, making it more contextual and relevant for vocational students.

From the background explained above, the researcher discussed several problems such as research questions. The following is the research question provided to

strengthen this research: How do the students perceive the implementation of the English presentation task in improving their speaking skills?

METHOD

This type of research is field or qualitative research with a case study type of research which aims to study in depth the background and interactions that occur in a social unit such as an individual, group or community. According to (Aspers & Corte, 2019), Qualitative research is a method to obtain research results based on analyzing and explaining data. Qualitative is concerned with the explanation of the development of theory and not a number. To collect the data the researcher used observations, which aims to study in depth the background and interactions that occur in a social unit such as an individual, group observation as an instrument. Data are the materials used by researchers to observe and strengthen the analysis of the research related to the observation required note-taking skills in the form of field notes in this case researcher observed the activity of students during the learning process as evidence that explains how student activities during the learning process with used oral presentation. The researcher gave several questions to several students to conduct interviews where the results of the interviews were used for analysis. Then documentation was used to get results where researchers can see a video recording of the project or pictures as well as learning results to get more reliable results.

A case study is an in-depth investigation of a social unit in such a way as to produce a well-organized and complete picture of that social unit (Azwar, 2005). This research aims to explore the effectiveness of implementing a presentation task learning in improving students' speaking skills at Vocational IDN Boarding School. Apart from that, it provides evaluation results on the implementation of effective and innovative learning in English presentation task. The researcher involved several students 20 students from grade 10 and 11.

Instruments and Data Collection

Based on its approach, qualitative research is a method for exploring and understanding the meaning that individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of reporting the complexity of a situation (Creswell, 2018).

The data collection technique used in this research is the data required from the research scene or object. The researcher uses structure interview method for doing interviewed. Structured interviews are used as a data collection technique, if the researcher or data collector knows exactly what information will be obtained. In qualitative interviews, researchers conducted face-to-face interviews or meet participants directly, telephone interviews, or conduct group and focused interviews with more than five people who will be interviewed in each group. This interview can involve a few unstructured and generally open questions and the aim is to obtain information or results from the views of each participant (Creswell, 2018).

Data Analysis

In this research, the researcher did not conduct research based on personal assumptions, the researcher needed to dig deeper and analyzed the phenomenon. Data were obtained from phenomena occurring in the field was supported by existing theories, so that researchers can draw conclusions from the problems studied later. In accordance with the qualitative method with a descriptive approach, the researcher analyzed the data using the conclusion method in accordance with the research objectives. After the data was collected from the field, the next process analyzed the data. In this process, the data was processed in such a way as to obtain results to conclude the truth that can be used to answer the questions asked in the research. In analyzing the data, the researcher used descriptive analysis methods. Descriptive method analysis is a research method obtained from observations, interview results, photography or documentation, document analysis, field notes, and arranged in narrative form (Gunawan, 2014).

Data analysis is arranging the sequence of data, organizing it into patterns, categories, and a basic description. The themes could be found and work ideas could be formulated as suggested by the data. To clarify this research, the researchers determined a descriptive analysis method, namely presenting and analyzing facts systematically so that they were easier to understand and conclude. The data collected were solely descriptive in nature so it is not intended to seek explanations, test hypotheses or ideas, make predictions or study implications.

Data Presentation Technique

Data presentation techniques are a way for a researcher to present data well so that it can be easily read by others and easily understood by readers. The data presented is obtained from observations or interviews and usually also takes the form of photo documentation, video recordings and others. In this research, data presentation is carried out by presenting verbal data, namely presenting research data using words or sentences in the form of narrative.

Validity Test

In research, testing the validity of an instrument as a measuring tool for research is very necessary to gain confidence in the instrument, to obtain valid data and in accordance with the research objectives. According to Golafshani (2003), validity determines whether the instruments used are in accordance with the research objectives and achieve the targets of the research object.

In this research, the author testes the validity of the data by using the data triangulation method. Namely combining or combining data collected during research and collecting and analyzing data by combining observation, documentation, and interview data. So that results are obtained that are well understood and can be obtained at a prominent level of truth if approached from various points of view (Taylor Waddill, & Guion, 2002).

RESULT AND DISCUSSION

The students perceive from the implementation of English Presentation task affect.

From the results of research using observations and interviews with several students in

the field, researchers found data as follows:

Student 1 and 2: *"Of course it has a very good effect because it greatly improves our skills in speaking English, of course improving our English speaking skills, thus making ourselves more fluent and confident when speaking in front of many people, and also honing our critical thinking skills and challenges when speaking the English language, so that we can also practice or implement the vocabulary that has been learned previously."* (Excerpt 1)

In the student interviews, students really feel that they could practice their English-speaking skills with a presentation system or by implementing the presentation task in every English lesson. Students even make it easier to implement the material and vocabulary they have memorized. Because each student is required to make their own presentation, so that they master their own language better, and beforehand they also learn vocabulary first.

From this learning, students feel they have critical thinking skills and feel challenged when speaking English in each or every English lesson. Not only that, but also students face challenges when they are asked by the teacher to make presentations without preparation. This means they get an impromptu presentation when a teacher asks them to speak in front. This is where students feel confident and more fluent when speaking English. Therefore, the implementation of the task learning presentation really influences their skills.

Student 3 and 4: *"It's very good, because when students get a project to present, it really supports students who are less active in speaking or who still lack English, so that students, after getting material or explanations from their teacher, have to prepare a presentation in digital or other form. After that they present the project in front of the class and this will further improve their skills by means of presentation."* (Excerpt 2)

In an interview with the second student, it was found that students would be more active in speaking English if they had the skills or methods to train their speakers through presentations. Especially for students who still don't actively speak English. This is the right way for them to improve their speaking skills in the form of such presentation projects.

This presentation project really helps students in processing their thoughts and arouses curiosity and makes their minds open because of the importance of speaking English. Project presentations are very necessary for every student and they feel comfortable when learning by means of project presentations.

Student 5, 6, and 7: *"Very influential, because all English learning projects in our school is in the form of presentations which include videos, both conversation videos, IT tutorial videos, film making videos (group), and others. All projects in our school can improve students' speaking skills and improve their English which will have an impact in the future."* (Excerpt 3)

Based on the interview in excerpt 3 and observations that researchers see in the field directly, students' activeness in presenting student projects, both individual and individual, is very visible group. Being active in a group will affect their ability to communicate with each other and be creative the characters help each other. By prioritizing collaboration between students, they can solve problems by discussing.

Apart from that, there are IT tutorials because the Vocational IDN Boarding

School focuses more on Technology Science subjects, so it's no wonder the students are good at this field. Why do students do IT video tutorials? because they are required to make tutorial videos about Technology Science using English, apart from that they are required to have a YouTube channel to upload their videos. That is one of the projects that they must work on.

Because the aim of Vocational IDN Boarding School is after students graduate from the school they will find a company to work or do an internship in and they will face a project every day. In fact, they will face presentations as their daily work, English is what they aim for or want to join a company that creates public speaking in their lives. Of course here they are ready because they already have supplies at school when they make presentations in front of the class or in front of friends.

Student 8, 9, 10, and 11: *"The influence is very good, because previously I rarely used English in class or in the school or dormitory environment. With the existence of projects in learning English at this school, especially making technology science video tutorials, or making other projects such as making video films and others. Because of that, I can hone my English skill better at this school compared to other schools."* (Excerpt 4)

In the fourth research excerpt, it was found that the influence in learning or implementing a presentation-based project on every student at the IDN Boarding School was that they were able to hone their thinking to use English well. Especially every day they have to use English in the school or dormitory environment. Apart from that, other project matters such as making IT video tutorials, making films, speeches or storytelling, and other projects so that they will be ready to face various aspects of character building in public speaking to increase kills in the field of speaking English for each student. This has a big impact and is very good for improving their abilities, because every day every student has to prepare a learning presentation or project and they have to speak English every lesson.

Student 12, 13, and 14: *"I think this is a good lesson to improve our ability to speak English. People who use this learning method will make a student become more proficient in public speaking, because when someone is presenting a project in front of other students, the student will become more confident and it will be easier in the future."* (Excerpt 5)

In this finding, student felt happier with the Project presentation model learning implemented at Vocational IDN Boarding School. Because they need such presentations for their future and they think that if they are outside or in a public place where someone needs their help and it is sudden and important If they can speak in public with other people then those students can speak English especially when they are abroad or when they meet foreigners.

This shows that students are ready and happy when they receive presentation task to improve their skills in the field of English, especially speaking. Why does this student talk like that, because basically Vocational IDN Boarding School has a Backpacker program abroad, namely backpacker 20 countries in various countries such as the Middle East, Asia and Europe, and this student has the desire to take part in the Backpacker 20 countries program. This means that students want to get more learning material to improve their English language skills in the future.

Students 15, 16, and 17: "In my opinion, this method might be able to increase

our level of confidence in speaking English in front of many people, but there are gaps in grammar that need to be corrected; *this is where our difficulty in knowing correct grammar lies. Because we only focus on speaking and without learning grammar." (Excerpt 6)*

The finding in excerpt 6 is that students feel their level of confidence in speaking English is better because students can practice their speaking every day in class and in the school environment. But here it is found that in terms of grammar in speaking, it is what needs to be improved, because the IDN Boarding School learning curriculum does not contain lessons that discuss grammar or theoretical and fundamental material. There is a need for increased grammar learning to be implemented in these schools. Because basically the school only focuses on speaking learning which is applied in every English language lesson.

Students 18, 19, and 20: *"This method is very good for us, because apart from being able to improve our hard skills in the field of English speaking, we can also improve our speaking skills. But it comes back to each of us, whether we can use this method well. So this really helps us in improving our speaking skills and improving our abilities." (Excerpt 7)*

Based on findings in the field and observations of excerpt 7. It was found that the presentation project-based learning method was very suitable for application in schools, especially Vocational IDN Boarding School. Because students can improve their English-speaking skills for their needs. However, whether the method is good or not depends on each students, whether the student can utilize the method well or not, because if students can utilize the learning method well, it means the student can implement English, especially speaking skills well. But if the students cannot utilize the presentation method in learning English well, it means that students have not been able to discover English speaking skills. Students find it very helpful when they receive learning based on the Project presentation method for speaking skills.

From the results of interviews and observations obtained in the field at Vocational IDN Boarding School, it was found that the school prioritizes project-based learning, especially to improve the hard skill of speaking English in front of many people. Of course, this aims to improve each student's ability to master speaking English in the future. The school has also created or provided a curriculum where students must make a presentation for each project that will be presented in front of the class. Students can use various media for presentations such as Canva, Figma, PowerPoint, or other presentation media. Here students are given permission to process their thoughts by thinking critically as appropriate or processing sentence patterns to speak English later. And this is closely related to how to present in front of the class so that students also train their self-confidence and can express their opinions in public. This is also proven in the YouTube video files of each student from the presentation of each project.

Apart from that, this school also has very good goals in the industrial sector, especially in the technology sector. Because this school focuses on technology, such as software engineering, Network Engineering, Visual Communication design. This technology has been carefully arranged at the school in order to get a bright future by making open materials or making materials that will be made later in the company and they will realize the results of their performance. Of course, this target is for international, at least national, groups, and the demands from schools are that they must develop or expand these programs or their work using English in the industrial

world later.

The challenge for every student is to be ready to carry out English learning by making presentations. Because basically before students enter school or register at the IDN Boarding School Vocational School, students only receive learning about theoretical or fundamental literacy or work on questions from their previous school. And this also makes students increasingly bored in studying, meaning there is no progress in speaking English. Here, many students have not been able to speak English before and will be trained by the English subject teacher on how to make good presentations in front of the class using techniques that have been learned by the teacher. Of course, this is very interesting for every student or every parent of a student to attend this school, especially to improve their English language skills.

Discussion

This research aims to investigate or dig deeper into the influence of project presentations and how students perceive the implementation of English presentation tasks as a learning method to improve students' speaking skills at Vocational IDN Boarding School.

Implementation of English Presentation Task

Based on the results of the research above, it was found that in implementing the presentation method of project-based learning was implemented at the Vocational IDN Boarding School. Students were very happy and enthusiastic about implementing of presentation task which has gone well. English also improved students' lives and could teach or help others. Students had some skills like basic skills in presenting some projects using English as well because this was important for everyone who want to find a job or a future.

From the results of research by interview, it was clear that each student had many projects in each lesson, be it daily, weekly and monthly projects. In fact, the project that was most used as a reference for assessment in the school was the monthly project which each student has to work on every month where there was a time limit for how to present the presentation each month. Just like in the first month students got a project to work on a film on the topic of business in the digital era, on this topic students had to collaborate with friends or join together to create a film project which would later be presented in front of the class and had a duration of 9 minutes. In the second month, students got a video of the completion of their specific case project, where each student made a video presentation about how to deal with problems in their respective class departments, especially in my class, namely each networking engineer.

On this topic, students were given the opportunity to make a video. Only 9 minutes minimum for duration and in Individual format. In the third month, students were given a topic entitled mock job interview test for a minimum of 9 minutes, and students were given the opportunity to collaborate with friends to create a group, which would later appear in front of the class. The project in the fourth or final month was a business podcast or future plan, where students made a video podcast about business or future plans that would be carried out after graduating from school. Because this project was the last, each student was given time to get to know each other and the duration is at least 15 minutes for this final assignment.

From the development of the projects above, it could be obtained that students benefit and enthusiastic about improving the quality of each student's English-speaking

skills.

In addition to that, the researcher found that when students used presentations to learn or improve the quality of their speaking skills, students found it easy to explain the material given by the teacher, for example, they made presentations using slides or other things. This was in accordance with findings by Abdulloh (2017). In particular, the application of this presentation will form oral language in teaching speaking skills so that students could provide the best responses and responses to express their opinions in presentations in English learning. This was in accordance with research conducted by Ati and Parmawati (2022) that the used of presentations made it easier for students to explain the material and improves each student's speaking.

Moreover, the results of presentation task were found which prioritized the use of pre-experimental designs in one class. Because before demonstrating the results of the project, students were required to carry out critical thinking or design thinking before they create presentation material that will be delivered later. Of course, this was very good for improving critical thinking before experiments. This was in accordance with research conducted by Ndraha (2020) that the research obtained that using of pre-experimental design in an English presentation task class could improve students' speaking skills. This tied in very well with what had been obtained by research on the school.

The effect of carrying out this presentation was especially on students' English-speaking skills. Now students could know how to present projects to classmates and also by improving their English speaking's students can also get it because this school had departments that were synonymous with Science and Technology. English presentation task was a learning that also uses presentation teaching materials. This would help students to create speaking skills that students will gain from presentations every day.

On the other hand, students' perceptions of English presentations task as a learning method that had been obtained by researchers, they considered that this learning method was effective and good to be implemented in schools, because apart from improving each student's speaking skills, students also felt more independent to learn more deeply by them. On their own without being directed by the teacher. Of course, this made each student very proud, because they were able to improve the skills each student would get. Because students felt that not all schools have a learning curriculum using a presentation method. This was where they find a good experience to improve their English-speaking skills.

However, something new was discovered, namely that the self-confidence of each student when presenting a project in front of the class increased. From the Project presentation it could be concluded that students felt more confident in building character in learning to speak in public. Of course, this was not only improvisation but also provided benefits in the form of increased self-confidence compared to before. In accordance with the researchers' expectations, with this learning method, students would be more motivated, confident and skilled in speaking English and can make a positive contribution to the development of English learning methods.

At this point we found a slight problem or novelty regarding the implementation of the English learning method using English presentation task. Regarding this issue, we got several opinions from each student. The problem was that when students focus on presentations and speaking in front, students unconsciously don't know

whether the grammar they were saying was wrong or right. There were some students who realized that their speaking did not use correct grammar or sentence patterns, there were also those who realized that their speaking was correct. Apart from that, several pronunciations or vocabulary were found that were not appropriate for presentation, because basically this learning involved students' independence in processing their own sentences and vocabulary.

When researchers looked at videos of student presentations, it was true that several sentences were found that did not use correct grammar patterns and pronunciation was lacking. The researcher had asked for clarification from the English teacher in the class, with the result being that the curriculum at the Vocational IDN Boarding School prioritizes speaking skills first rather than grammar and pronunciation. Because the goal was that students must be able to speak in public more quickly rather than thinking about grammar to speak. This means that students were no longer embarrassed to speak without thinking about correct grammar. Because if students thought about whether grammar was right or wrong, it would take them a long time to understand sentence patterns. This means that speaking skills involved a little grammar preparation. However, as an evaluation material for teachers in class, each student completed a presentation or presents the results of their project. The teacher provided corrections regarding grammar or pronunciation which would provide additional knowledge for each student. This means that this learning did not become an obstacle to improving each student's speaking skills when learning English.

CONCLUSION

From the results of the analysis, it can be concluded that the implementation of presentations tasks in English language learning has gone well. Students are more motivated to practice speaking English in order to improve each student's speaking skills. It is suggested for future researchers to improve students' speaking skills by using the best grammar, appropriate vocabulary, and correct pronunciation for future research, and for the learning methods that have been implemented at the school, improve the quality of English presentations task in each class, especially grammar, vocabulary and pronunciation to progress and improve the quality of each student's speaking skills.

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