

BOOSTING ENGLISH SPEAKING SKILLS THROUGH LIVE VS. RECORDED PRESENTATION FOR VOCATIONAL HIGHER EDUCATION STUDENTS

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Abstract: It is such a common thing for people nowadays to be able to communicate in English. It is not generally considered extraordinary, as it is such a common thing in this era. The global demand for mastering one of the international languages is motivated to cope with globalization's challenges. In reality, this is not an easy thing since English is still considered a foreign language in Indonesia. English communication skills are essential for vocational higher education students since this is the industry's priority needs. This research aimed to investigate the implementation of live and recorded Presentations at vocational higher education students to enhance students' English speaking skills. The study involved 59 students who were attending the English Business II Course at Politeknik Negeri Batam. Data were gathered using students' performance scores and an online questionnaire. Based on a paired sample t-test, it was found that there was no significant difference in students' presentation performance between live and recorded presentation modes. The benefit of research is expected to be implemented by lecturers to improve students' speaking skills.

Keywords: *live presentation, recorded presentation, speaking skills, vocational higher education students*

INTRODUCTION

Batam is one of the Industrial cities in Indonesia, absorbs many employees from different kinds of universities or institutes. This town had a high demand for workers to be fulfilled for many types of positions in industries. Graduates from high or higher education should be matched with the need of the industry. Siahaan (2020) shared the investigation that surveyed the users of internships of Politeknik Negeri Batam in the sectors. It was found that about 78% agreed that speaking actively in English was needed in the industry. Some users must attach a certificate of English proficiency. Still, in the interview session, the interviewer conducted the English session to ascertain which one is the most capable worker to fulfill its position. It proved that no one could neglect the importance of English communication skills to win job competition nowadays. Politeknik Negeri Batam, as the only state Polytechnic in Batam, has a strategic objective to produce graduates who are competent, adaptive, motivated, and independent and uphold ethics. The efforts set up to achieve these goals are curriculum, educators, and laboratories based on competency standards and an expanded education program based on needs and public electability. Methods, strategies, facilities, lecturers' creativity are the crucial parts to meet those objectives. As Nunan (2000) stated, mastering speaking skills are the single most important aspect of learning a second or foreign language, and success is measured in terms of carrying out a conversation in English. Shortly, people, mostly non-native, cannot deny the importance of English for industries and global competition.

Togatorop (2011) carried on an investigation to determine the students' barriers in speaking English and what teachers do to help the students involved the students and lecturer at Politeknik Negeri Batam. This research found that most students did not practice speaking in English because of being afraid of making mistakes get anxious and shy to be laughed at. The students finally stopped practicing or chose to keep silent because they do not want to take a risk. Next, English speaking was a non-compulsory environment that obligated the students to

speak in English. It makes the students who want to practice English was challenging to find an environment or partner. Last, improper teaching methodology and uninteresting lectures were the factors. The students expected to have a lecturer which friendlier, patient, humorous, enjoyable, and closer to them. This finding was in line with Gronlund and Waught (2009) that the most prominent English assessment's objective is to improve student skills. Lectures should be one of the important people behind the story success of the students. They should manage the stimulation used to enhance students' skills, especially in this case, speaking skills. In addition, Riadil (2020) investigated whether oral Presentation affects the expansion of the students' ability to communicate in English in the EFL classroom. It was found that oral Presentation involved the students' proficiency in speaking. Some aspects of development that can be found are the grammar system, vocabularies, suprasegmental features, ability to respond appropriately in a different situation, language selection, the development of discourse, and the strategies in communication students develop affected the student's performances in oral Presentation. Sometimes, the students get difficulties speaking, which come from personal factors, presentation skills, and the audience. The strategies can decode it in communication they can use.

Wallwork (2014) shared how important to conduct the Presentation. Firstly, presentations can be the spaces to settle the company's speakers as being an expert in someone's field. People will know you by what you are trying to talk about or present to them. Secondly, it can be aimed to reveal that you have good communication skills (i.e., to affect, trigger, provoke, etc). In most surveys of companies, presentation skills were counted as a core competence. Lastly, by delivering a presentation, you can apprentice a lot about the topic you are presenting, it will help you to know more in-depth about your topic, and it may help you to see the topic from a new perspective (i.e., that of the user rather than the developer/designer). A presentation is a process of presenting a topic to an audience. It is typically a demonstration, introduction, lecture, or speech meant to inform, persuade, or build goodwill. All people's presentation skill is not the same. Some person's skill is useful, and some person's skill is not effective Presentations skills and public speaking skills are very suitable in many aspects of work and life. Effective presentations and public speaking skills are essential in business, sales, selling, training, teaching, lecturing, and generally feeling comfortable speaking to audiences.

Many efforts, strategies, or methods are used to stimulate the students to do exposure in speaking English. Asking students to do a presentation is a standard method to do for university students. Arnold (2003) and Bierley and Adams (2009) stated that one of the most famous ways in English Specific purposes (ESP) teaching and learning process is asking the students to make a presentation on a particular topic in front of the classroom. This study investigated the students' responsibility for making the Presentation in a live and recorded section. They are making Presentation in English, whether live or recorded, is not an easy thing to do, especially for non-native students. A lot of difficulties occurred; students' perceptions and responses might be varied. Regarding the background explained previously, the existing body of knowledge was guided by the following research questions: 1) Is students' performance in delivering Presentation in life better than recorded in vocational higher education students? 2) What difficulties do the students encounter in delivering Presentations, both live and recorded presentations? 3) What is the students' perception of achievements through conducting live and recorded Presentations? Meanwhile, this study's purposes were to identify whether delivering Presentation live is better than recorded in vocational higher education students and investigate the difficulties students face in delivering Presentation both live and recorded Presentation.

Lastly, this study was purposed to identify students' perception of students' achievements by conducting live and recorded Presentations.

METHOD

This research involved 59 students who enrolled in Managerial Accounting Study program at Politeknik Negeri Batam as respondents. They took English Business II, which contained English Business correspondence, as the material. The method of teaching and learning process was presented in various English kinds of business correspondence. The students got some topics and delivered twice. First Presentation was about the theoretical based on the selected topic. The next round was the practical base. The students searched the letters from the industry based on the given topics. More information about the industry's implementation has also become the additional material presented on recorded Presentation. Students were asked to find out the correspondence in industry to investigate the real implementation in industry compared to the theoretical parts that had been studied by the students previously. Students' performance of each presentation mode was assessed to obtain the grade point. The data gathered from this presentation activity was used to answer the first research question. Table 1 below presented the method of collecting this data.

Table 1. Method of data collection

Note of presentation	Presentation 1	Presentation 2
Presentation Mode	Live Presentation (in front of the classroom)	Recorded Presentation (share on YouTube after doing self-recording video)
Topic of presentation	The theoretical based of English business correspondence.	Comparing the theory to the practical on industry related to the implementation of English Business Correspondence.
Assessment Aspects	a) Visuals (readable font, contain relevant visuals) b) Clarity of presentation (understandable concept, supplementary data or examples, not reading the text books, clear and accurate use of language, interaction with the participants, eye contact) c) Respond to questions or comments (relevant, to the point and qualified)	a) Visuals (readable font, contain relevant visuals) b) Clarity of presentation (understandable concept, supplementary data or examples, not reading the text books, clear and accurate use of language, interaction with the participants, eye contact) c) Respond to questions or comments (relevant, to the point and qualified)

To answer the second and third research questions, an online questionnaire was administered after the two presentation sessions were finished to identify students' perspectives on experiencing live and recorded Presentation. The questionnaire consisted of close-ended questions and items indicating students' difficulties and achievement perception during live and recorded Presentations. For each item, students were allowed to choose both options (live and

recorded Presentation) or only select one vote (either live or recorded Presentation). The questionnaire was then applied through Google Form. To analyze the data, this study implemented a quantitative approach. A paired sample t-test was used to examine students' performance in both Presentation modes to answer the first research question. A descriptive statistical analysis was then used to picture students' difficulties and achievement perception during their presentation performances. The results were then presented in the percentage of students selecting each response. Figure 1 shows the flow of research activities.

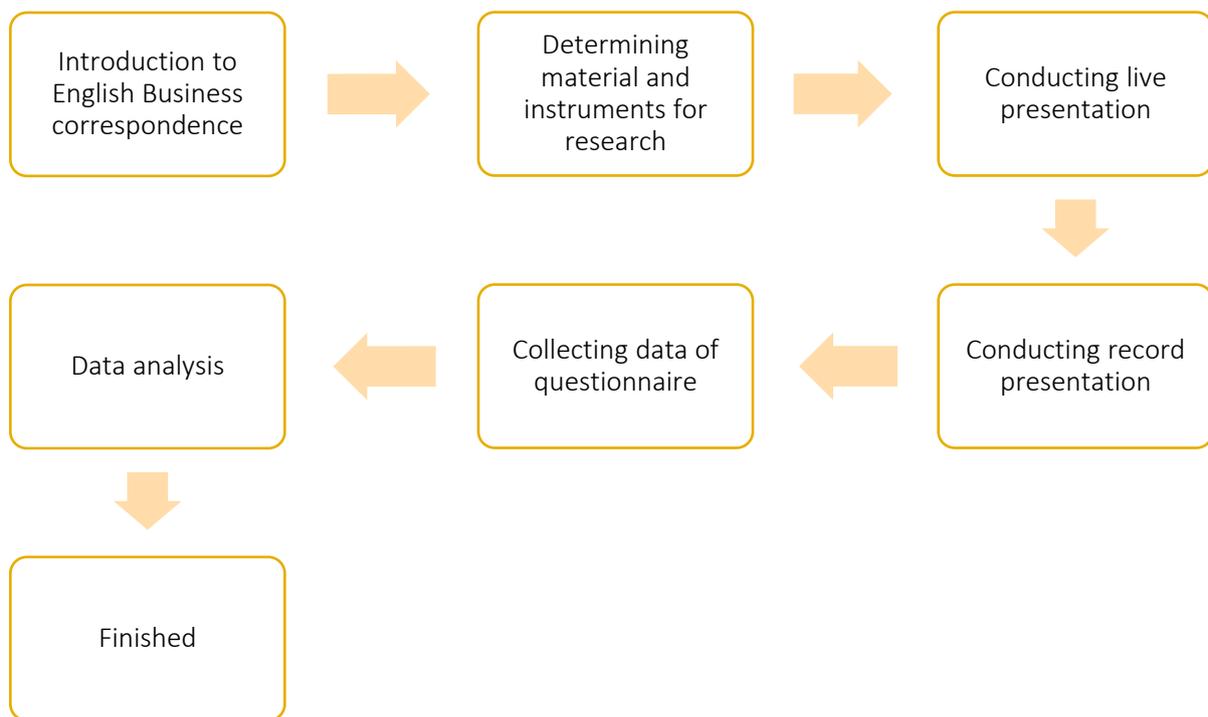


Figure 1. Research flow

FINDINGS AND DISCUSSION

This current study was aimed to examine the students' responsibility for making the Presentation in live and recorded section. Three problems were discussed in the study results: 1) Is students' performance in delivering Presentations in life better than recorded in vocational higher education students? 2) What difficulties do the students encounter in delivering Presentations, both live and recorded presentations? 3) What are the students' perceptions of achievements through conducting live and recorded Presentations? Quantitative analyses were used to answer the research questions, making a total of three sections.

Comparison of Live Presentation vs. Recorded Presentation

A paired sample t-test was conducted to compare students' performance between live and recorded Presentations. Table 2 provides a summary of the independent sample t-test.

Table 2. Summary of paired t-test between live and recorded presentation

Modes	n	M (SD)	t-value	df	p-value
Live	59	74.97 (6.76)	-.760	58	.450
Recorded	59	75.64 (5.46)			

The results showed that there was no significant difference in students' presentation performance between live and recorded presentation modes, as shown in the table above, ($t(58) = -.760, p > .05$). These results implied that delivering Presentation in different modes does not affect students' performance score. It reveals that providing a Presentation in a live way is not better than giving a Presentation in recorder mode. Instead, the mean value of the recorded presentation mode was slightly higher than the mean value of the live presentation mode, although the difference is not significant. The results suggest that using different methods of delivering Presentations, either live or recorded, does not necessarily improve students' performance achievement significantly.

As mentioned earlier, although the result was not significantly different, it still can be said that the students in the recorded model performed slightly better than students performed in live presentation mode, which has shown in the mean score. A possible reason lies in preparation and technology support. In recorded Presentation, students can register the Presentation several times before uploading the best one. Moreover, they can pause the recording whenever they may forget what to say. Students can also edit the recording to cut the unnecessary part or mistake happened during their performance. These benefits can indeed not be done when they deliver the Presentation livelily.

Students' Difficulties in Delivering Presentation

Table 3 presents students' difficulties in delivering Presentations through live and recorded mode.) Fear of the internet connection (92%) and technical problem (72%) were the two highest range items viewed as difficult to face in the recorded presentation session. Meanwhile, fear of the lecturer evaluation and fear of speaking in front of the public was the most chosen obstacles students faced in terms of live Presentation, which counted for 96% of responses. Moreover, lack of confidence (91%), difficulties with grammar (91%), and difficulties with the vocabulary (90%) were also high ranged to be chosen by the participants. Table 3 shows the students' challenges in delivering the Presentation.

Table 3. Students' difficulties in delivering presentations

Indicators	Live Presentation	Recorded Presentation
Technical Problem	55%	72%
Miss about the confidence	91%	32%
Being afraid of looking foolish	83%	36%
Worry for speaking in front of the public	96%	13%
Difficulties with grammar	91%	64%
Difficulties with vocabularies	90%	59%
Difficulties with pronunciation	93%	54%
Worry about the dialect used	86%	57%
Lack of presentation skills	84%	55%
Disremember the content of the presentation	88%	26%
Afraid of Q and A section	75%	26%

Fear of peer evaluations	80%	58%
Fear of lecturer evaluations	96%	64%
Fear of the internet connection	12%	93%
Fear of giving questions to the presenter's presentation	86%	30%

A broader picture can be understood between performing live and recorded Presentation. In recorded Presentation, the difficulties students faced are mostly about the technology used or internet connection, as they need it the most to record and upload the performance. Meanwhile, for performing lively, more complex matters are considered as difficulties. As can be seen in Table 3, students are aware of many aspects while performing a live presentation, including language proficiency and even self-anxiety. Students reported that during live Presentations, they lack confidence when performing in front of the class. They also felt fear of being evaluated by the teacher, fear of speaking in public, and even fear of looking foolish in front of their friends. Students found that grammar, vocabularies, and word pronunciation are challenging to cope with during live presentation performance in terms of language proficiency. It thus can be concluded that live presentation performance may challenge students more in terms of their preparation and allow the teacher to stimulate and promote students' self-confidence, speaking skills, and language proficiency as well.

Students' Perception of Performance Achievement

Table 4 presents students' perception of their achievements by conducting live and recorded Presentations. The items contained several statements of accomplishment that students might gain during different modes of Presentation. The results show that students perceived higher achievement on live presentation mode than the recorded one, for almost all items. As shown in Table 4, students positively perceived that live Presentation enabled them to increase knowledge about a particular topic, improve correspondence vocabulary, increase the four English skills include the presentation technique, enhance a sense of accomplishment, uphold personal growth, raise self-esteem and pride, feel the pleasure of having their work valued and distributing the material about English business correspondence.

On the contrary, the item stated that improve speaking skills resulted differently. For this item, 83% of students who performed in recorded Presentation improved their speaking skills more than in live Presentation. This might happen because, in the registered Presentation, students got extra time to rehearse and arrange their performance. Moreover, in recorded mode, students could go back and revise their account once they made a mistake, the things they couldn't do while delivering Presentation lively. This result is also supported by students' performance score, which reports that the recorded presentation score is slightly higher than live Presentation, as shown in the previous section. However, this finding was in contrast to the previous study by Lien (2009) and Emaliana (2012). Those two mentioned studies reported that "improved speaking skills" got the highest rank in students' achievement perception of performing in live Presentation (about 86%). Nevertheless, 62% of responses for this item in live presentation mode are still considered high responses, which portrays that more than half of students improved their speaking skills during live presentation mode. Table 4 shows the students' perceptions of achievements in performing live and recorded Presentation.

Table 4. Students’ perceptions of achievements in performing live and recorded presentation

Indicators	Live Presentation	Recorded Presentation
Built up knowledge about a particular topic.	100%	68%
Enlarged correspondence vocabulary	83%	65%
Increased English Reading Skill	72%	71%
Increased Speaking Skill	62%	83%
Increased Listening Skill	84%	67%
Increased Writing Skill	84%	67%
Increased Presentation Skills	87%	55%
A sense of accomplishment	84%	55%
Personal Growth	87%	48%
Increased self-esteem	86%	49%
Enhanced pride	88%	48%
Pleasure of having my work valued	84%	65%
Pleasure in sharing the material about English business correspondence.	84%	64%

Surprisingly, the item enhanced knowledge about a particular topic was ranked the highest for live presentation performance, which counted for 100% responses. This means that all of the students agreed that they enhanced their knowledge about a particular topic while performing live presentation mode. Furthermore, the lowest item perceptions of achievements for recorded Presentation were personal growth and improved pride. This might happen due to the Presentation setting; while in the recorded Presentation, students did not perform and interact directly with all the audiences, as they could only be reached virtually.

CONCLUSIONS

The first aim of this study was to identify whether delivering Presentation live is better than recorded. Referring to the results, it reveals that students' performance in live Presentation is not better than their performance in recorded Presentation. The second aim of the present study concerned with students' difficulties in delivering live and recorded Presentations. For the recorded presentation mode, most of the problems lay on technical issues and internet connection. As for living Presentation, students considered many aspects as difficulties, including speaking proficiency and anxiety. In other words, self-preparation for delivering a live Presentation is more complicated than a recorded Presentation. Further, this study's last purpose was to examine students' perception of their achievement in live and recorded Presentation. Overall, majority of students perceived that they achieve more in live Presentation compare to recorded mode.

Finally, this study suggests that students' Presentation, either through live or recorded modes, can develop English speaking ability. A lot of difficulties might be found, but perception and attitude of the students related to these two activities showed positive feedback. Most of the

participants were aware of the benefit of the Presentation itself. Practically, a teacher or lecturer can use this activity in an English speaking class to stimulate students' performance. The limitations in the present study leave several gaps for other researchers to fill in. Upcoming studies might further investigate teacher and students' reflection after experiencing life vs. recorded Presentation. Future research should also widen the research scale with a more extensive and more varied group of participants.

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