

**PERCEPTIONS OF THE STORYTELLING CLASS BY
THE ENGLISH DEPARTMENT STUDENTS OF
UNIVERSITAS LAMPUNG**

(Undergraduate Thesis)

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF ARTS AND LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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2025**

ABSTRACT

PERCEPTIONS OF THE STORYTELLING CLASS BY THE ENGLISH DEPARTMENT STUDENTS OF UNIVERSITAS LAMPUNG

By

NURUL AFIFAH SETIYONO

This study aims to investigate the implementation of the oral presentation process in Storytelling Class and examine English Department students' perceptions of oral presentation. The researcher used qualitative methods, including observation, questionnaires, and document analysis, to collect data. Observations were conducted over two weeks in a Storytelling Class to examine the oral presentation process. After that, questionnaires were given to 42 English Department students at Universitas Lampung who had completed the Storytelling class. The researcher also reviewed the lecturer's learning agreement for additional insights. The data were analyzed using thematic analysis. The findings showed that delivering an effective oral presentation involves three main steps: planning, practicing, and presenting. These processes emphasize the importance of thorough preparation, consistent practice, and persistence in developing strong oral presentation skills. The questionnaire results supported these findings, with most students agreeing that focusing on the oral presentation process helps improve their speaking and presentation skills. However, the study identified several challenges faced by students during the presentation, including nervousness and lack of confidence.

Keywords: Oral Presentation, Speaking Skills, English Department Students

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**Submitted in a Partial Fulfillment of
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The Faculty of Teacher Training and Education**



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DEPARTMENT OF ARTS AND LANGUAGE EDUCATION
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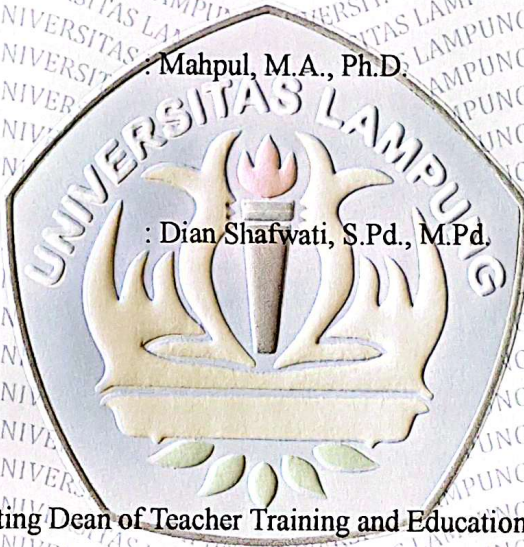
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Nurul Afifah Setiyono was born on December 13, 2003, in Tanjung Karang. She is the eldest of three children in Suryono and Septi Kamelia's caring and supportive family, who have always motivated her to pursue education and personal growth.

Her educational journey began at TK Al-Azhar. She continued her education at SD Al-Azhar 2. In 2015, she enrolled at SMPQ Darul Fattah, a school that emphasizes both academic achievement and religious values. She then continued her studies at SMAQ Darul Fattah, where she prepared herself for higher education.

After graduating from high school, Nurul was accepted into the English Education study program at the University of Lampung. During her time at university, she took a role as the person in charge of the content creator team for the Society of English Education Department Students (SEEDS), where she demonstrated her leadership and creativity.

In January 2024, Nurul broadened her experiences by joining a Community Service Program (KKN) in the village of Karang Pucung, Way Sulan, Lampung Selatan. Through this program, she engaged with the local community and contributed to its development. At the same time, she completed her teaching internship (PPL) at SMAN 1 Way Sulan, where she gained valuable teaching experience and enhanced her practical skills.

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MOTTO

“The fishermen know that the sea is dangerous and the storm terrible, but they have never found these dangers sufficient reason for remaining ashore.”

-Vincent Van Gogh

DEDICATION

In the divine name of Allah Subhanahu Wa Ta'ala, the researcher dedicates this thesis to her family, teachers and lecturers, friends, and herself.

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The researcher acknowledges that this thesis may still have some weaknesses, and opens any constructive feedback for improvement. The researcher hopes that this undergraduate thesis will be beneficial for educators and future research.

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I. INTRODUCTION

In order to introduce this research, this chapter discusses some points including background, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background

Oral presentations are acknowledged as a crucial educational tool that enhances active learning and improves various language skills. Additionally, oral presentations are a critical active skill in mastering a foreign language, with speaking proficiency serving as a key indicator of language competence. An oral presentation is one of the English learning activities where the teacher asks the students to present their work both individually and in groups to develop their speaking abilities. According to Hamm and Dunbar (2006), oral presentations provide students a chance to show their understanding of a topic and explain it to an audience. When combined with a well-planned speaking task and helpful feedback, this activity becomes a meaningful learning experience. It helps students improve their communication skills and encourages them to express their ideas clearly and logically, making it especially effective for developing speaking skills.

In the context of university education, students not only need speaking skills but also presentation skills to thrive in their chosen fields. According to Smith (2019), oral presentation in university education is important for preparing students for future professional fields. Oral presentation stimulates real-world communication to help students develop their communication skills. Thus, oral presentations play an important role in developing students' communication skills and the ability to prepare and deliver clear, well-structured presentations on diverse professional topics. Students must master oral presentation and effective discussion (Ikrar, 2020).

Apart from developing communication skills, oral presentation in speaking classes provides various benefits such as developing students' confidence, reducing their fear of public speaking, critical thinking, expressing their ideas, and encouraging active participation. Regularly using oral presentations in speaking classes is expected to develop university students' confidence in speaking English. Smith (2019) stated oral presentations help students to gain confidence in public speaking. Moreover, these experiences encourage students to arrange their ideas logically, select relevant information, and adapt their presentations to different audiences.

Various types of oral presentations play a crucial role in speaking class with each type having its distinct purpose. For instance, Informative Presentations are designed to educate the audience on specific topics, with a focus on clarity and organization (Lucas, 2015). On the other hand, Persuasive Presentations aim to persuade the audience to adopt a particular viewpoint or take a specific action, using logical arguments and emotional appeals (O'Hair, Rubenstein, & Stewart, 2018). Each of these presentation types provides advantages in speaking class.

Several studies have been conducted on the impact of oral presentations. In the research by Abdulloh (2018), the researcher aimed to cultivate students' ability to communicate effectively in various social contexts by practicing general speaking skills and increasing students' confidence in public speaking by utilizing oral presentations. The finding of the study showed that presentation tasks significantly improved students' fluency, coherence, and confidence, showing the effectiveness of regular practice in oral presentations. This study used a quasi-experimental design with pre-tests and post-tests to measure students' speaking improvements.

In line with the first previous study, another research conducted by Akanda, Marzan, and Islam (2022) aimed to know the role of oral presentations in developing undergraduate students' English speaking skills and the major factors that positively or negatively affect their oral presentations. Their research used a mixed-method approach, combining quantitative surveys and qualitative interviews to gather data. The findings indicated that oral presentation is one of the best ways for the teacher to help the students develop their speaking ability. A good ability to deliver oral presentations will help the students to develop more of their speaking ability.

Another research conducted by Kashinathan and Aziz (2022) aimed to investigate the impacts of using TOP on students' performance of speaking the language in the ESL classroom and to find students' viewpoints towards the use of TOP technique to speak the targeted language. This study used classroom action research. The finding showed an incremental growth in the students' overall speaking performance and English-speaking skills in terms of their grammar, vocabulary, and communicative competence skills by being well prepared and arranged.

In another research by Gürbüz and Cabaroğlu (2021), the researchers focused on language ability, speech anxiety, and language learning motivation. The data of this study are collected through pre- and post-student surveys, semi-structured interviews, self-reflection forms, and peer-evaluation forms. The pre-surveys found that the participants had positive perceptions of oral presentation despite the difficulties. The post-data showed significant positive changes in perception of oral presentation, unwillingness, experience, and language skills. Furthermore, the findings from the qualitative data also showed that the participants had benefited from their oral presentation in terms of overcoming their speaking anxiety and perceiving significant improvements in a range of language skills.

Another research conducted by Qatimah (2023) indicated that students viewed oral presentations positively. They reported benefits such as increased confidence, improved fluency, better organization of ideas, and enhanced communication skills. Despite common challenges, such as pre-presentation nerves and concerns about language accuracy, students perceived oral presentations as effective for developing speaking skills. The researcher utilized a mixed method with a quantitative survey among a sample of English students and qualitative interviews with selected participants to delve deeper into their experiences, viewpoints, and effective strategies for improving speaking skills through oral presentations.

Furthermore, another research by Muh. Soghirun, Fatimah Hidayahni Amin, and Sukardi Weda, viewed that students had a positive perception of the storytelling technique in improving their speaking skills. The researchers used a descriptive method and collected data through a questionnaire. The findings showed that most students believed storytelling helped them develop their speaking skills. Students

reported several benefits, such as increased confidence, improved fluency, better organization of ideas, and enhanced communication skills. Although some students experienced nervousness and concerns about language accuracy, they still considered storytelling an effective way to improve their speaking abilities.

The last previous study conducted by Sirisrimangkorn (2021) aimed to examine the effects of project-based learning using presentation on EFL undergraduate learners' speaking skills and to explore learners' opinions on the use of project-based learning using presentation. The researcher used mixed methods for the study. The findings of this study revealed that students' speaking skills had significantly improved after the project-based learning implementation. Furthermore, it showed that project-based learning using presentation was positive for learners' speaking skills according to their presentation tasks, scaffolding activities, and practice of integrative skills. However, time constraints posed a major challenge in the study.

As mentioned earlier, combining oral presentations with well-planned speaking tasks and constructive feedback creates a meaningful learning experience. However, previous studies have focused only on the perception of oral presentations, overlooking the process behind a well-planned presentation. Thus, this research aims to address that gap by exploring how English Department students at Universitas Lampung perceive and experience the oral presentation process in storytelling class. Using a qualitative method, the study examines students' perceptions and experiences to provide a deeper understanding of the oral presentation process.

1.2 Research Questions

In line with the background stated previously, the researcher formulates the research questions as follows:

1. Did the teacher implement the oral presentation process in a Storytelling Class?
2. What are English Department students' perceptions of oral presentation in Storytelling Class?

1.3 Objectives of The Research

The objectives of this research are as follows:

1. To find out whether the teacher implemented the oral presentation process in a Storytelling Class.
2. To find out English Department students' perceptions of oral presentation in Storytelling Class.

1.4 Uses of The Research

In relation to the objective of the research, the findings of the research may be useful both theoretically and practically:

1. Theoretically

The researcher extremely hopes that readers can gain knowledge of the influence of oral presentation in speaking class.

2. Practically

The result of this research can be used as a reference for teachers and/or students in speaking classes using oral presentations. And for other researchers, this research can be used as a reference to conduct a relevant study.

1.5 Scope of The Research

This research was conducted at Universitas Lampung with English Department students using qualitative methods. The researcher selected a Storytelling Class, which is part of a speaking course that not only focuses on storytelling but also explores various aspects of oral presentations. This study focused on English Department students' perceptions of oral presentations and their experiences with the presentation process in the Storytelling Class.

1.6 Definition of Terms

To specify the topic of the research, the researcher provides some terms related to the research. Here are the definitions of the terms mentioned previously:

1. Perception

Perception is the interpretation of information from the environment so that individuals can identify its meaning (Matlin & Foley. 2019).

2. Oral Presentation

Oral presentation is a form of communication to convey information orally to an audience with clear and structured organization (Hamilton, 2020).

3. Speaking

Speaking is the ability to speak fluently, which not only depends on knowledge of the language features but also the ability to process information and language on the spot (Harmer, 2007).

II. LITERATURE REVIEW

In relation to this research, the researcher provides some theories in this chapter to be reviewed. This chapter consists of the definition of perception, types of perception, the process of perception, students' perception of oral presentation, the definition of speaking, aspects of speaking, the definition of oral presentation, types of oral presentation, the process of oral presentation in speaking class, and advantages and disadvantages.

2.1 Perception

In relation to the literature review, this sub-chapter discussed the definition of perception, the process of perception, and various types of perception.

2.1.1 Definition of Perception

Perception is the way individuals interpret and comprehend their surroundings and experiences. Perception is defined by Sreena and Ilankumaran (2018) as the way of thinking about something, as well as the act of paying attention to something through sight and auditory. From these terms, perception can be defined as how an individual utilizes their senses, which are hearing, seeing, and sensing, to provide information about the environment.

Furthermore, Robbins (2017) explains that perception is derived from the individual's satisfaction and the individual's experience of the perceived object. In conclusion, an individual's interests, personalities, personal characteristics, and personal experiences are the sole determinants of perception.

2.1.2 Types of Perception

Perception can be categorized into various types. According to Lindsay and Norman (1977), there are two primary types of perception, as follows:

1. External Perception

External perception is the process of interpreting information that comes from outside rather than from inside the individual. This type of perception involves the interpretation of information received through senses, such as visual, auditory, and smell, in order to develop an understanding of the environment.

2. Self-Perception

Self-perception is the perception that comes from inside the individual. This involves the examination and understanding of an individual's thoughts, emotions, and physical experiences. Self-perception helps an individual to comprehend their internal circumstances and their correlation with their external experiences.

In addition, Robbins (2017) categorizes perception into two categories:

1. Positive Perception

Positive perception is a perception that positively interprets information. Positive perception describes all knowledge that continues with the effort to use it. In addition, Robbins (2017) states that positive perception is an individual's assessment of information with a positive view of what is expected from the existing rules. Individuals with positive perceptions tend to show support for the perceived object and maintain a positive view of the situation or interaction.

2. Negative Perception

A negative perception is a perception that does not align positively with the perceived object or negatively interprets information. According to Demuth (2013), negative perception is the way of looking at an individual against considerations that are not in individual accord. It involves evaluating an object or experience with oneself in a manner that results in negative interpretations. Individuals with negative perceptions are inclined to criticize or dismiss the perceived object, which results in a negative perspective on the situation or interaction.

Based on the explanation above, the perception relevant to the purpose of this research was self-perception, which helped in understanding internal factors and their

connection with external experiences. This included examining English Department students' positive and negative perceptions of oral presentations.

2.1.3 Process of Perception

The process of perception involves several stages that transform stimuli from the environment into meaningful experiences. According to Qiong (2017), the process of perception consists of three stages, as follows:

1. Selection

The first stage of the perception process is selection. Selection is the process where the stimuli from the environment are transformed into meaningful experiences. This process enables individuals to concentrate on what is relevant or significant to them by concentrating on specific information and ignoring others. Selection is influenced by a variety of factors, such as personal motivation, expectations, and past experiences. These factors help in the filtering of the large amount of sensory information that is received from the environment.

2. Organization

The second stage of the perception process is organization. Organization is the process that involves the arrangement of the selected stimuli into comprehensible patterns and meanings. This stage is characterized by two main aspects. Starting with the transformation of random stimuli into structured and meaningful experiences. Thereafter, organizing techniques form the framework of human perception. For instance, when we see a series of lines and shapes, our brain organizes them into recognizable patterns, such as letters or objects. Secondly, the stability of human perception is influenced by the process of organization. Stimuli become consistent and stable over time once they are defined and categorized. This process allows individuals to maintain a dependable comprehension of their environment.

3. Interpretation

The third stage of the perception process is interpretation. Interpretation is the process that involves attaching meaning to the organized stimuli. It is the process by which individuals assign significance to the selected and organized stimuli, based

on their past experiences, cultural background, and personal beliefs. During this stage, individuals can comprehend their sensory experiences and respond appropriately to their environment which is particularly important. For instance, when we hear a loud noise, our interpretation of sound will determine whether we perceive it as a threat or merely an inconvenience.

In conclusion, the selection, organization, and interpretation stages are essential in the formation of individuals' perceptions and interactions with the world, which influence their behavior and decision-making.

2.2 Students' Perception of Oral Presentation

In speaking class, perception is especially crucial in the context of oral presentations. According to Kleinke, as cited in Sari (2020), students' learning experiences and outcomes are significantly influenced by their perceptions. When students have positive perceptions of oral presentations, they are more likely to engage actively and perform well. This positive engagement can lead to enhanced learning and improved presentation skills. On the other hand, negative perceptions can lead to hesitant to participate, increased anxiety, and ultimately poor performance. According to Kleinke, improving positive perceptions is important to support students' success in oral presentations, especially in speaking class.

Green and Jones (2021) further explain the concept that students' perception of oral presentation is associated with their performance and learning outcomes. In their study, students who had positive perceptions of presenting in class were more likely to engage with the material, participate actively, and show lower levels of presentation anxiety. These positive perceptions allow students to obtain higher-quality presentations and more enjoyable learning experiences. In contrast, students who had negative perceptions often experienced higher levels of presentation anxiety and disengagement which affected their performance.

In conclusion, students' perceptions of oral presentations are influenced by various factors. Despite the students' positive perception of oral presentations in speaking class, students may face challenges like anxiety that can affect their perspectives negatively. Understanding these factors can help teachers create more effective and

supportive environments for oral presentations to help students improve their achievements and be more positive toward speaking in class.

2.3 Speaking

In relation to the literature review, this sub-chapter will discuss the definition of speaking and various aspects of speaking.

2.3.1 Definition of Speaking

There are many definitions of speaking by experts. Harmer (2007) states that speaking is the ability to speak fluently and does not only rely on knowledge of the language features but also the ability to process information and language on the spot, meanwhile, Quianthy (1990) states that speaking is the process of transmitting ideas and information orally in a variety of situations. In addition, Bryne (1984) states that speaking is a process of a way involves productive and receptive skills of understanding between the speaker and listener.

Through speaking someone can express her or his ideas, emotions, and reactions to another person or situation and influence another person (Rivers, 1978). Johnson (1983) describes speaking as the ability to produce articulation, sounds, or words to express, say, show, and think about ideas, thoughts, and feelings. Besides, speaking is a sign of someone acquiring language. People will notice someone's speaking first to consider whether he or she can speak that language. Thus, there is no doubt that speaking is an important part of learning and acquiring a language.

Based on all the definitions above, it can be concluded that speaking is an essential skill to be developed in language because it is an important part of communication and acquiring language. Speaking is also can be concluded as the ability to produce the language and express their ideas, emotions, and reactions. In line with the purpose of this research, speaking is one of the aspects related to oral presentations.

2.3.2 Aspects of Speaking

When individuals tend to speak languages, moreover speaking in foreign languages, they need to be concerned and require some aspects to become a good speaker. According to Brown (2001), there are several aspects of speaking, as follows:

1. Fluency

Brown (2001) states that fluency is the ability to speak quickly and automatically that have signs including the speed of speaking and few pauses which are used to characterize a person's classification of communication proficiency. Fluency involves not only the speed of speech but also the ability to maintain a flow of conversation, effectively managing interactions and responding.

2. Accuracy

According to Brown (2001), accuracy refers to the correctness of the language produced by an individual, in terms of grammar, vocabulary, and pronunciation. He also emphasizes that achieving accuracy involves not just the ability to use language structure correctly, but also to apply appropriate vocabulary and pronunciation.

3. Vocabulary

Vocabulary is a list of words with meaning and the appropriate diction that is used in communication. According to Alqahtani (2015), vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning.

4. Pronunciation

According to Esling and Wong (1983), pronunciation includes the articulation of individual sounds and the distinctive features of sounds like voicing aspiration, voice-setting features, stress, and intonation. Pronunciation refers to how a particular word or language is pronounced. Thus, pronunciation is important to avoid the ambiguity or misunderstanding of meaning that may arise in communication.

According to the explanations above, the aspects of speaking are in line with the purpose of the research regarding oral presentation in speaking class.

2.4 Oral Presentation

In relation to the literature review, this sub-chapter discussed the definition of oral presentation and various types of oral presentation.

2.4.1 Definition of Oral Presentation

According to Hamm and Dunbar (2006), oral presentations provide students with an opportunity to demonstrate their understanding of a topic and convey it effectively to an audience. When paired with a well-designed speaking assignment and meaningful feedback, this activity becomes a highly valuable learning experience. Presentation is a powerful tool for sharing a wealth of information. An oral presentation is a method of communicating information verbally supported by images, visual aids, and/or technology (Pamula, 2023). Oral presentations can be delivered either individually or collaboratively and can take a variety of forms, such as group discussions, speeches, debates, or class presentations.

In educational environments, oral presentations are crucial in speaking classes to develop students' speaking skills, critical thinking, and self-confidence. King (2002) states that incorporating oral presentations into the curriculum is important as they provide students with opportunities to practice and develop their public speaking skills. It not only prepares students for academic and professional success but also helps them to become more effective communicators in their daily lives.

2.4.2 Types of Oral Presentation

According to Hamm and Dunbar (2006), there are two types of oral presentation.

1. Informative Presentation

Informative presentations are designed to educate or inform the audience about a specific topic, concept, or idea. Informative presentations focused on delivering factual information, explanations, and details in a clear and organized manner. According to Beebe and Beebe (2012), the main objective of an informative presentation is to improve the audience's understanding and knowledge of the subject matter. This type of presentation usually involves structured content with supporting data, visual aids, and examples to help in the comprehension of information.

2. Persuasive Presentation

Persuasive presentations are designed to influence the audience's beliefs, attitudes, or actions. According to Ilardo (1981), persuasive presentation is a

communicative process of altering the beliefs, behavior, attitudes, and intentions of another by the conscious and unconscious use of words and written messages. The objective of this presentation is to convince listeners to adopt a particular viewpoint or take specific action. Perloff (2016) states that persuasive presentations rely on delivering convincing arguments, evidence, and emotional appeals to influence the audience. Methods such as storytelling, asking rhetorical questions, and making ethical appeals are commonly utilized to enhance the persuasiveness of the message and establish trustworthiness with the audience.

Based on the explanation above, two types of oral presentations are used as activities in speaking classes. This research focuses on English Department students' perceptions of informative oral presentations, where they present factual information and details in a clear and structured way through storytelling. Although the study takes place in a Storytelling Class, the presentations still follow the structure of an informative oral presentation since storytelling is one of its techniques.

2.5 Steps of Oral Presentation in Speaking Class

According to Hamm and Dunbar (2006), there are some significant steps to take before delivering an oral presentation, especially in speaking class, as follows:

2.5.1 Planning Process

The planning process is not just a first step, but also the foundation of a successful presentation. Therefore, oral presentations require a good deal of planning. The students need to address the following issues for the planning process.

1. Audience

Hamm and Dunbar (2006) state that to transmit the message efficiently, students must have an audience focus because the presentation is not about how much they can say but how much their audience can understand. *What is the audience's attitude toward the topic? What is the relevancy of this topic to the audience? What is the state of the audience's current knowledge of the topic? How will this impact the receipt of your message?* These are the types of questions students must ask themselves when they are organizing and developing their presentation.

2. Topic

For students to speak effectively in a presentation, students must have a comprehensive understanding of their topic. The selection of the topic is not only engaging but also ensures alignment with the interests of the audience as well as the purpose of the presentation. Therefore, the students must clarify the purpose, goal, or thesis of their presentation before organizing their presentation. According to Hamilton and Kroll (2018), there are several questions that students must ask and answer themselves when they are organizing their topic, as follows:

Question 1: *What do I want to accomplish?*

Question 2: *What do I want my audience to take away?*

Question 3: *What do I want my audience to do with the information?*

After answering the questions, the students will gain a clearer understanding of the purpose, goal, or thesis of their presentation before they organize the content.

3. Organization

In the planning process, organization is critical to make the presentation enlighten and impress the audience (Hamilton and Kroll, 2018). The structure of the presentation is as important as analyzing the audience and selecting the topic. According to Hamilton (2015), organized information is easier for listeners to comprehend, remember, and take notes from and is more likely to keep their attention. In addition, organized information is easier for the speaker to remember. The basic organization of an oral presentation is an introduction, a body, and a conclusion. In the process, the body is usually planned first, then the introduction and conclusion. To effectively organize their information, students can create a mind map.

a. Main Body of the Presentation

To effectively organize the main body of their presentation, the students need to follow several necessary steps, as follows:

1) Explain The Points Clearly.

This step is important to ensure that each point will be comprehensively explained with clear explanations and enhance the audience's understanding.

2) Provide Evidence.

Supporting the points with strong evidence will make the presentation more engaging. The students may include data, examples, personal experiences, or expert testimony to support the points. According to Hamm and Dunbar (2006), the presenter can use a wide variety of supplemental material to develop their ideas.

3) Use Transitions.

Using transitions between points in the main body section will make the audience stay engaged and on track. If the topic is complicated, students can logically divide the talk into sections (or "chunks") consisting of relatively few points (Hamm and Dunbar, 2006). Students can pay attention to how they will establish links between sections to preserve the continuity of the presentation as a whole.

4) Expand The Main Ideas into An Outline.

An outline provides a clear overview of how the main points are organized. Hamilton and Kroll (2018) state that having the presentation in outline form allows the presenter to easily see the overall points and to know what changes are needed.

b. Introduction of the Presentation

The introduction is one of the most important parts of a presentation because first impressions can set the tone for the entire presentation (Hamilton and Kroll, 2018). The introduction should be developed to accomplish three things: building a connection between you and your audience, exciting audience interest in your topic, and previewing what you will be discussing in your presentation (Cooper, 1991). Students may use any type of introduction that aligns with their topic and is suitable for the audience such as using quotations, questions, or humor.

c. Conclusion of the Presentation

An oral presentation is incomplete without a conclusion. The conclusion of the presentation should accomplish two things: summarize the major points explained in the body of the presentation and provide a sense of closure (Cooper, 1991). According to (Hamm and Dunbar, 2006), one effective way to provide a sense of closure is by having the conclusion refer back to the introduction.

2.5.2 Practice Process

Practicing the presentation is an important step because it allows the presenter to determine the emphasis of specific words, and timing as well as the presentation. To effectively practice the presentation as a whole, Hamm and Dunbar (2006) state that there are several key steps to follow, as follows:

1. Choose Your Test audience

In this session, students can choose one or more friends to practice their presentation. The purpose is to practice their presentation and receive feedback on both the content and their speaking skills. This practice session is also an opportunity to anticipate potential questions and address any unclear aspects of the presentation. Once students are confident in the content and structure of their presentation, they should continue practicing on their own to improve their delivery more.

2. Evaluating Feedback

When the students do a practice session in front of their friends, they will receive feedback on their presentation. In receiving the feedback, students must try to understand the message because the point that they thought was clear might have been confusing the audience. While feedback is valuable, the students should always stay true to their presentation style and goals and not feel pressured to make changes.

2.5.3 Presentation Process

According to Hamilton and Kroll (2018), some delivery characteristics can make a person an effective presenter, such as:

1. Dress appropriately.
2. Look directly at the audience and smile occasionally.
3. Only look at notes very briefly.
4. Use natural but expansive gestures and stand tall.
5. Occasional movement.
6. Slow down your speech.
7. Be enthusiastic about the topic.

In conclusion, becoming an effective presenter requires attention to delivery characteristics.

2.6 Advantages and Disadvantages

As one of the activities in teaching and learning to speak, English oral presentations can give advantages as well as disadvantages.

2.6.1 Advantages

Oral presentations are beneficial for foreign language students as they help in achieving important goals such as improving students' interest, motivating students to interact and participate, and providing new perspectives. Girard et al (2011) state there are several advantages of oral presentation, as follows:

1. Greater Class Interaction and Participation

One of the primary advantages of delivering presentations orally is the greater class interaction and participation. Through the act of presenting, students are encouraged to take a more active role in their learning and create a collaborative environment where all students are encouraged to participate.

2. Increased Interest in Learning

Oral presentations can significantly increase students' interest in learning. Through the use of oral presentations, students can actively interact and participate more within the classroom, which increases students' interest in learning English. By engaging with the material in a dynamic way, students are more likely to develop a sense of curiosity and enthusiasm towards the subject matter.

3. New Perspectives

Oral presentations introduce students to new perspectives that may not be covered by the instructor or educator alone. This variety of perspectives enhances students' understanding and encourages critical thinking.

4. Improvement in Communication and Presentation Skills

Improving communication and presentation skills is another advantage. Students develop their public speaking abilities, develop better organizational, and delivery skills through consistent practice. Thus, delivering oral presentations allows students to improve both their communication and presentation skills.

5. Gaining Knowledge from Research and Observation

The process of preparing for and delivering presentations, along with observing their classmates, allows students to gain knowledge not just from their research but also by identifying and learning from other presenters. Thus, oral presentation provides students an opportunity to expand their knowledge.

2.6.2 Disadvantages

Despite the several advantages, oral presentations also provide disadvantages, or more specifically challenges. According to Girard et al (2011), there are several challenges of oral presentation, as follows:

1. Resistance to Extra Work

One significant challenge is the resistance to extra work. Certain students may be hesitant to take on the additional responsibilities that come with preparing and delivering a presentation as they view the extra preparation time as a burden.

2. Fear of Public Speaking

The fear of public speaking is a common challenge. Many students experience anxiety when speaking in front of others, which can interfere with their performance and make them hesitant to participate in oral presentations.

3. Boredom During Others' Presentations

It is undeniable that there is a possibility of boredom during presentations by others. If students are not engaged with the experience, sitting through multiple presentations can become monotonous and will lead to disinterest and a lack of focus. This disengagement can undermine the learning process and the advantages of observing peers. As a result, some students may develop generally negative beliefs about giving classroom presentations. These negative beliefs can affect the overall effectiveness of using presentations as a learning tool.

III. METHODS

This chapter presented the methods of this research which covers research design, data sources, data collection technique, procedure of data collection, instruments of the research, validity of the research instruments, and data analysis.

3.1 Research Design

A research design is a plan to determine the appropriate approach for the research. In this particular research, the aim was to find out the process of oral presentation and the English Department students' perception of oral presentation in storytelling classes. Therefore, the researcher used qualitative research methods. Qualitative methods are used to understand the objectives and outcomes more deeply and to explore other unanticipated outcomes (Johnson & Christensen, 2000). The researcher used a survey by creating the questionnaire through an online platform called Google Form. Before giving the questionnaire to the students, the researcher observed the students during the oral presentation process in the storytelling class using an observation sheet and video recorder. After observing the class, the researcher shared the questionnaires in the form of an online platform with students so they could complete them based on their experiences and perspectives. To further support the data, the researcher also reviewed the lecturer's learning agreement.

3.2 Data Sources

The source of data in this research was the participants from whom the data could be collected for the research. According to Creswell (2014), participants are the individuals who are selected for a study because they can provide valuable information related to the research questions. These individuals are often chosen based on specific criteria that align with the study's focus, and their experiences, perspectives, and insights are important for understanding the experience being studied. Thus, the selection of participants followed the criteria required in the research because the

researchers used purposive sampling. The students chosen for this study are from one of the speaking classes at Universitas Lampung, specifically the Storytelling Class, which consists of 42 students. This class is part of a speaking course that not only focuses on storytelling but also various topics related to oral presentations. By selecting these participants, the researcher aims to gain a deeper understanding of the oral presentation process and English Department students' perceptions.

3.3 Data Collection Technique

In this research, the researcher used two techniques for data collection: observation, survey, and document analysis.

3.3.1. Observation

According to Creswell (2014), a qualitative observation is when the researcher takes field notes regarding the behavior and activities of individuals at the research location. In this observation, the researcher recorded the activities at the research location in either an unstructured or semi-structured format, guided by prior questions that the researcher seeks to explore. The researcher conducted a closed-ended observation, using an observation sheet to collect the data.

Based on the explanation above, the researcher conducted observation within a selected class. This observation involved taking notes and documenting the process of English Department students' oral presentations in the storytelling class.

3.3.2. Survey Method

According to Stake (2010) social research survey is a set of questions, statements, or scales designed to gather data from respondents. Surveys could be conducted through paper-based questionnaires, telephone interviews, or online surveys that are usually asked the same way to all respondents. The advantages included the ability to gather data from a large number of respondents. Additionally, the data collected from surveys could be coded and analyzed using statistical software.

Based on the explanation above, the researcher conducted online surveys in the form of questionnaires using Google Form. After the researcher created the online

questionnaire, the researcher distributed the link of the questionnaire to the students to be fulfilled based on their perception of oral presentation.

3.3.1 Document Analysis

According to Creswell (2014), documents are a source of information that can be accessed at a time convenient for the researcher. They also represent data that participants have already given attention to. Document analysis involves reviewing and interpreting existing documents or written materials, which may include public documents (e.g., newspapers, meeting minutes, official reports), private documents (e.g., personal journals, letters, e-mails), or other relevant materials, to gather information that helps answer the research questions.

In this study, document analysis was used to examine materials such as the lecturer's learning agreement, providing additional insights into the teaching process and the structure of the oral presentation activities. This technique complemented other data collection methods, such as observations and questionnaires.

3.4 Procedure of Data Collection

To collect the data, the researcher followed the following procedures:

1. Determine The Participant.

The researcher began by determining the participants who were best suited to provide valuable insights into the research question. For this research, the participants were 42 students in the Storytelling Class.

2. Conducting The Observation.

The researcher observed the students in the Storytelling Class by focusing specifically on their natural setting during the process of oral presentations to collect the data. Detailed notes were recorded and written down in an observation sheet to capture how students engage with and perform their oral presentations.

3. Reviewing the Document

The researcher reviewed the lecturer's learning agreement to gain an understanding of the structure and objectives of the oral presentation activities. This helped to

provide context and support the findings from the observations and questionnaires.

4. Making Close-Ended and Open-Ended Questionnaires.

For the items of the questionnaire, the researcher used an Oral Presentation Questionnaire designed by Riadil (2020) to find out English Department students' perceptions of oral presentation in storytelling class regarding the process.

5. Distributing The Questionnaire.

The researcher shared the questionnaire in the form of a Google Form with the participant, which consisted of 15 questions.

3.5 Instruments of The Research

An instrument is a fundamental tool for collecting data. In this research, the researcher used two instruments: Observation Sheet and Questionnaire.

4. Observation Sheet

An observation sheet was used to collect data on the process of oral presentations during storytelling class. The items on the observation sheet were developed based on the oral presentation process by Hamm and Dunbar (2006).

5. Questionnaire

A questionnaire is a research tool used for gathering data from participants (Creswell, 2014). It involves a set of questions designed to capture a range of responses, which can be analyzed to conclude the participants' views or behaviors. In this research, the researcher investigated the perception of English Department students toward oral presentation in storytelling class regarding the process. For the items of the questionnaire, the researcher used an Oral Presentation Questionnaire designed by Riadil (2020). The questionnaire consisted of 15 close-ended and open-ended statements, followed by a five-point Likert scale for each questionnaire (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). Following each question, respondents had a space to elaborate on their choices and reasons for their responses. This questionnaire divided the aspects into 3 sections:

Table 1. *Aspects of The Questionnaire*

Aspect	Number of Statement
The Planning Process of Oral Presentation in Speaking Class.	1, 2, 3, 4
The Practice Process of Oral Presentation in Speaking Class.	5, 6, 7, 8
The Presentation Process of Oral Presentation in Speaking Class.	9, 10, 11, 12, 13, 14, 15

3.5.1.1 Rating Scale of the Questionnaire

The researcher used a Likert scale for each questionnaire, which consisted of 15 statements. The scale consisted of 5 options; strongly agree, agree, neutral, disagree, and strongly disagree. The rating scale for each option was defined into:

Table 2. *Table of Scale Value*

Frequency	Scale Value
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

3.6 Validity of the Research Instruments

To ensure that the research results are credible, it was important to ensure the validity. According to Messick (1995), validity refers to the extent to which an instrument measures what it is intended to measure. In this sub-chapter, the researcher elaborated on the methods that will be used to ensure the validity.

3.6.1 Validity of the Questionnaire

The validity used in the questionnaire is content validity and construct validity. Content validity measured how well the items on a survey or questionnaire represent the topic being studied. It checked if the questions accurately covered all aspects of the subject the researcher meant to assess. According to Straub, Boudreau et al. (2004) content validity ensured that the items on the instrument effectively reflect the overall content area the researcher is intended to measure. In this research, the researcher ensured that the questionnaires captured all important aspects of students' perceptions of oral presentations in storytelling class.

On the other hand, construct validity was a crucial aspect of questionnaire design. It referred to the degree to which the questionnaire accurately measured the theoretical construct it was intended to assess. Construct validity of the questionnaire could be achieved through expert reviews to confirm that the items are relevant and representative of the contract being measured (DeVellis, 2016).

3.6.2 Triangulation

According to Patton (2002), triangulation involves using multiple data sources (data triangulation), investigators who have worked on the same study team (investigator triangulation), perspectives about the same dataset (theory triangulation), and methods (methodological triangulation) to enhance the validity of the research findings. In this research, the researcher used data triangulation. The triangulation was achieved through a questionnaire, observations, and document analysis. By using the three of them, the researcher could cross-validate findings. The analysis and interpretation of data could be improved by using data triangulation to confirm evidence from different data sources (Robert K. Yin, 2018).

3.7 Data Analysis

Creswell (2014) provided several steps for analyzing the data, as follows:

1. Organize and Prepare Data.

Organizing the data involved transcribing, typing up field notes, and arranging the data into different types depending on the sources of information.

2. Review the Data.

The next step was to carefully review all the prepared data to gain an initial understanding. This included reflecting on the overall content and identifying key ideas.

3. Start Coding the Data.

Coded data by breaking it down into smaller and manageable segments. This coding process helped the researcher organize the data into meaningful units.

4. Generate A Description and Themes.

The researcher used the coding process to generate a description of the setting or people as well as categories or themes for analysis. Furthermore, the researcher identified themes from the codes. These themes represented significant findings and were supported by a range of evidence.

5. Representing The Description and Themes.

The last step was to present the analyzed data through well-structured narratives. This included detailed descriptions, thematic discussion, and tables or diagrams.

V. CONCLUSION AND SUGGESTION

This last chapter discussed the conclusion of the results and the suggestions. The conclusion is built on the research results and analysis discussed in the previous chapter. The researcher also provided suggestions based on the data analysis of this study for future improvements or research.

5.1 Conclusion

Based on the data analysis, the oral presentation process consisted of three key stages: planning, practice, and presentation. Each stage provided both benefits and challenges that influenced students' performance and confidence. While some students faced difficulties, such as a lack of confidence and feelings of nervousness during presentations, the majority agreed that consistently following these steps helped them improve their skills. Presenting in front of an audience can be intimidating, but a few students agreed on how it helps them build confidence and improve public speaking skills. These findings show that consistent effort, preparation, and practice are important for delivering successful oral presentations.

5.2 Suggestions

Regarding the conclusion, the researcher aims to provide suggestions that are hoped to be beneficial and relevant for students, teachers, and future researchers.

1. For students

Students need to focus on building their confidence by addressing areas of weakness. This can be achieved by reading to better understand grammar, expanding their vocabulary, and practicing regularly. Practicing in front of 2–3 friends can also help boost confidence, as it provides a smaller and more comfortable audience.

Preparing well is equally important; understanding the topic fully will make students feel more confident, perform better, and connect more with the language. Peer feedback is also helpful. Students should support each other by giving constructive comments to help everyone improve. While teachers provide guidance, students can also study together and give feedback to one another. This way, they can keep improving their speaking skills even without a teacher's presence.

2. For teachers

Teachers should provide ongoing motivation and support to their students. They also need to help students build self-confidence so they feel comfortable using English during lessons and in daily life. Regular feedback is important to help students improve and remind them that the learning process is what helps them grow, while the score is just a reward. By focusing on the process rather than the outcome, teachers can encourage students to concentrate on preparing well, which will lead to better results and a more positive learning experience. Furthermore, adding a Q&A session could improve presentations by allowing students to clarify points, deepen understanding, and practice on-the-spot thinking.

3. For researcher

Future researchers are encouraged to expand their studies by including a larger sample size and exploring a wider range of relevant articles, studies, and resources related to the research topic. This study had several limitations, such as limited time, a large class size, and challenges with student confidence, which future research could improve upon. The data collection process also faced difficulties due to time constraints, limiting the use of open-ended and close-ended questions. As a result, only 25 out of 42 students fully completed the questionnaire. Additionally, using only a questionnaire did not completely reflect students' abilities and achievements. To improve accuracy, future research could combine questionnaires with interviews to gain deeper insights. It is hoped that future research will overcome these limitations, providing more comprehensive and valuable insights.

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