

Perception of Tertiary Vocational Students on Developing English Speaking Skills through Live vs. Recorded Presentation

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Keywords: Live vs. recorded presentation, perceptions, speaking skills, students of tertiary vocational education

Abstract: Completing the ability to speak in English today is not generally considered as something very special. It is a very common thing at this time. The global demand for mastering one of these international languages is the motivation to be able to cope with the challenges of the globalization era. This is not an easy thing since in Indonesia, this language is still considered as a foreign language. The purpose of this research was to assess the perception of tertiary vocational students about developing English Speaking ability through a live and recorded presentation. In addition, this research investigated the difficulties faced by students in these two kinds of presentation. This perception was excavated by providing online questionnaires involving 69 students who are attending English Business II Course at State Polytechnic of Batam. The results showed that most of the participants gave positive attitude and perception in making the presentation. A lot of difficulties were faced by all the participants during preparing and delivering the presentation both live and recorded section. Overall, it can be concluded that terms of delivering presentation, live presentation is more complex than recorded presentation.

1 INTRODUCTION

English communication skills become an important one to be accomplished by all the graduates nowadays. Indonesia is one of the countries that still consider that English is a foreign language. This condition becomes quite complicated to have a daily environment in using this language as a common thing. Due to that reason, from primary education to higher education and vocational, the Indonesian government is still consistent to include in English as the compulsory course. Mastering English become very important skills since this is one of international language which is used by all nations globally. Higher education today, for instance, universities, institutes, or vocational higher educations, should be able to graduate alumni who are able to compete well with other graduates from their own campus, other domestic campuses even overseas campuses. The work competition will only be able to be followed by students who have the best competency in their fields. Not only has the knowledge and skills that are intelligent (skill competency) but also must be followed by the attitude or discipline that is embedded early (soft skill). In addition, the graduates

also need to be fortified with capable communication skills both lively and written. English become one of the most popular medium to communicate internationally.

Batam as an industrial city, absorb many employees from different kind of universities or institutes. This town had a high demand for workers to be fulfilled many kinds of position in industries. Siahaan (2020) published her investigation that conducted a survey with the users of internships of Politeknik Negeri Batam in the industry. It was found that about 78% agreed that the ability to speak actively in English was the need of industry. Some users asked to attach a certificate of English proficiency but in the interview session, the interviewer conducted the session in English to ascertain which one the most capable worker to fulfil the positions is offered by the company. State Polytechnic of Batam as the only one state Polytechnic in Batam has a strategic objective to produce graduates who are competent, adaptive, motivated, and independent and uphold ethics. The efforts which set up to achieve these goals are the availability of curriculum, educators and laboratories based on competency standards, the implementation

of 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 that mastering speaking skills is the single most important aspect of learning as second or foreign language and success is measured in terms of the ability to carry out a conversation in English.

Togatorop (2011) conducted a research to find out the student's barriers in speaking English and what teacher do to help the students involved the students and lecturer at State Polytechnic of Batam. This research found that most of the 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 where no rule that obligated the students to speak in English. It makes the students who want to practice English were difficult to find environment or partner. Last, improper teaching methodology and uninteresting lectures were the factors. The students expected to have lecturer which friendlier, patient, humorous, enjoyable, and closer to them. This finding was in line with Gronlund and Waught (2009) that the objective of the most prominent English assessment is to improve student skills. Lectures should be one of important person behind the story success of the students. They should be able to manage the stimulation used to enhance students' skills especially in this case speaking skills.

A lot of efforts, strategies or methods used to stimulate the students to do exposure in speaking English. Asking students to do a presentation is a familiar method to do for university students. Arnold (2003) and Bierley and Adams (2009) stated that one of the most popular method in English Specific purposes (ESP) teaching and learning process is asking the students to make presentation on a certain topic in front of the classroom. This study investigated the students' respond for making the presentation in live and recorded section. 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' perception and respond might be varied. Regarding to the background explained previously, the existing body of knowledge was guided by the following research questions:

1. What are the perceptions of tertiary vocational students upon making live and recorded presentations?

2. What difficulties do the students encounter in making live or recorded presentations?

Meanwhile, the purposes of this study were to identify the student's perception of how they conducted a live or recorded presentation as the solution to enhance their verbal skill. The researcher also aimed at investigating how participants felt, what are the difficulties in making to kinds of presentation and what recommendation they would give to improve this technique in future class.

2 METHOD

The participants in this research involved 69 students as respondents from Managerial Accounting Study program of Politeknik Negeri Batam. They took English Business II which contained of English Business correspondence as the material. The method of teaching and learning process was presenting in English various kinds of business correspondence. The students got some topics and presented twice. First round was about the theoretical based of the selected topic. Next round was the practical based, where the students found the letters from the industry based on the given topics. More information about the implementation on industry was also become the additional material to be presented on recorded presentation.

Table 1: Method of Collecting the Data.

Note of presentation	Presentation 1	Presentation 2
Model of the presentation	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	a) Visuals (readable font, contain relevant visuals)	a) Visuals (readable font, contain relevant visuals)
	b) Clarity of presentation	b) Clarity of presentation

	(understandable concept, supplementary data, or examples, not reading the textbooks, clear and accurate use of language, interaction with the participants, eye contact)	(understandable concept, supplementary data, or examples, not reading the textbooks, clear and accurate use of language, interaction with the participants, eye contact)
	c) Responses to questions or comments (relevant, to the point and qualified)	c) Responses to questions or comments (relevant, to the point and qualified)

This study had two sections: 1) live presentation 2) recorded presentation. All the presentation was conducted individually. Live presentation was held in front of all of classroom members. Each student was given 15 minutes to perform the presentation based on the selected topic. It was included with question and answer section. Two questions were let to propose to the presenter since the way presenter to respond the question was a part of presentation assessment. Lecturer did assessment on students live presentation. Meanwhile, in recorded presentation, the students did self-recorded video then uploaded it on YouTube. Link was shared on Polibatam e-learning; group members consisted of around 7 students had to access the video, leave the questions, and did online peer-evaluation. All the forms of online peer assessment were provided by the lecturer. Same with live presentation, the lecturer was also do the evaluation on students' exposure.

To collect the data regarding to answer the research question, after conducting the two presentations, the researcher applied an Electronic questionnaire to identify students' perspective on experiencing live and recorded presentation. It consisted of some close-ended questions, open-ended questions and added with reflection section at the end. The questionnaire was applied through Google Apps Form. To analyse the results, the researcher used both; a descriptive statistical analysis of the Likert Scale questions, and the discourse analysis to interpret the responses participants gave in the open-ended questions of the questionnaire.

3 RESULTS AND DISCUSSION

The presentation was started at the beginning of 2019/2020 even semester, it was set up from meeting 3. Meanwhile, recorded presentation was submitted 3 weeks after mid test. Data collection through online questionnaire was scattered after these two activities was completely done. The results of this study were conferred into two parts, namely students' perception towards making live and recorded presentation then followed by the difficulties in making the presentation itself.

3.1 Students' Perception towards Making Live Vs. Recorded Presentation

At the first place, the researcher was curious about students' respond about assigning them to make the presentation. This discussion was divided into three details to make it more specific namely general attitude toward making presentation in English (in general), students' perception about that conducting live or recorded presentation were able to practice and improve English speaking ability then perception of the students on live vs. recorded presentation to develop English speaking skills.

Firstly, student's general attitude towards making presentations in English showed that 54% of the students liked of making presentation in English, whereas 8 students (12%) of the students strongly liked making English presentation. Meanwhile, it was found that 33 % of the respondents chose neutral for this activity. Unpredictably, there was a student strongly dislike making presentation. In a nutshell, although the majority shows positive respond to the presentation but some of the students were neutral and a few had unfavourable attitudes towards making English presentation for business correspondence. Figure 1 demonstrated how views were divided up.

1: Strongly Dislike, 2: Dislike, 3: Neutral, 4: Like, 5: Strongly Like

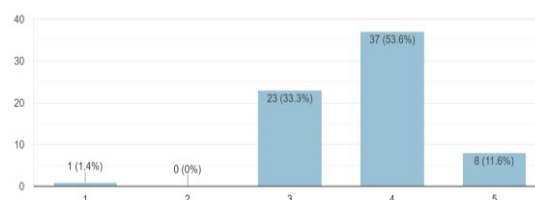


Figure 1: General Attitude towards Making Presentations in English

Secondly, 38% of the respondents strongly agreed that by conducting live or recorded presentation was able to practice and improve English speaking ability and 48% agreed with this statement. In other hand, the researcher found that a respondent (1, 4%) disagreed that this activity can be as the way to practice and improve the speaking skills, 13% neutral and none of them strongly disagreed to the purpose of this presentation. Figure 4 shows the students' perception about that conducting live or recorded presentation was able to practice and improve English speaking ability.

1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree

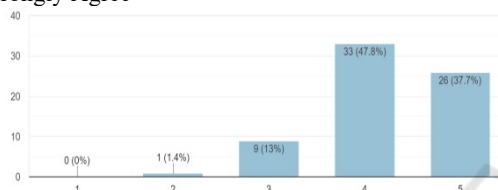


Figure 2: Students' perception on live and recorded presentation.

Thirdly, the researcher tried to compose some statements in purpose to compare the perception between live and recorded presentation. Most of the students strongly agreed (62%) and agreed (36%) that before performing the presentation, it was best to do rehearsing and this is very important phase to do. Most of the students the percentages were 55% and 58% agreed that both live and recorded presentation has helped them to improve English speaking ability. Beside of that, it was interesting to notice that more than half of the students agreed that both live and recorded presentation are the excellent option to practice English speaking skills, and by conducting these two activities, all the respondents felt motivated and help them to function well when become a professional in future. It was surprisingly found that 51% of the respondents agreed that it was difficult to speak in English in front of the audiences especially classmates, and if compared to recorded presentation, only 26% agreed with that and 41% were neutral. It can conclude that, the respondents felt more difficult when they performed live presentation than recorded presentation. Table 2 shows the student's perception on live vs. recorded presentation in purpose to develop English speaking skills.

Table 2: Student's perception on lives vs. recorded presentation in purpose to develop English speaking skills.

Items	SD (%)	D (%)	N (%)	A (%)	SA (%)
I do rehearse before to prepare myself for conducting me presentation. According to me, it is very important.	0	0	1	36	62
Live presentation has helped me to develop my speaking ability.	0	0	6	55	39
I consider difficult to speak in English in front of the audiences namely my classmates.	0	10	29	51	10
Live presentation is an excellent option to practice English speaking skills.	0	0	17	44	39
I feel motivated when speaking in English in the Self Recording Video	0	4	22	51	23
Self-recording video of presentation is an excellent option to practice English speaking skill.	0	3	29	44	25
Recorded presentation has helped me to develop my speaking ability.	0	0	17	58	25
I consider difficult to speak in English in front of the camera (Self Recording video presentation)	7	20	41	26	6
I feel motivated when speaking in English in the Self Recording Video	0	4	30	49	16
Speaking in the Self Recording Video helps me to function well when I become a professional.	0	0	17	58	25

Table 3 presents the perception of achievements through conducting live and recorded presentation included the items for enhanced knowledge about a particular topic, enhanced correspondence vocabulary, improved English reading skill, improved listening skill, improved writing skill, improved presentation skills, a sense of accomplishment, personal growth, improved self-esteem, improved pride, pleasure of having my work

valued and pleasure in sharing the material about English business correspondence, the respondents put the higher interesting on live presentation than recorded presentation except improving speaking skill item. It was found respondent chose 62% for live presentation and 83% for recorded presentation. Unpredictably, enhanced knowledge about a particular topic was ranked the highest for live presentation which was 100% and improved the speaking skill was for recorded presentation, it was 83%.

Table 3: Students' perceptions of achievements in performing live and recorded presentation

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

This finding was in contrast to the study that identified by Lien (2009) and Emaliana (2012) in terms of live presentation, it was found that in these two studies for the item improved speaking skills get the highest rank (about 86% and 58%), but in this study, the researcher still found it was high (because more than a half, but this item was the lowest compare to the other items. It was found the highest when performed recorded presentation, it was 83%. Furthermore, the lowest item perceptions of achievements for recorded presentation were personal growth and improved pride. This might happen due to the setting of presentation itself, in recorded presentation; students did not socialize

directly to all the audiences, they can only be reached, most of the students found the difficulties on providing internet connection and editing/making video recording for presentation. It was understandable since these two items were not really need for performing live presentation. virtually.

3.2 Students' Difficulties in Making Live Vs. Recorded Presentation

Non-native students found a lot of difficulties in preparing the presentation for both lived and recorded presentation. The items composed for this study were preparing the presentation contents, presenting the presentation form, practicing the presentation, and delivering the presentation. In terms of preparing the presentation contents, it was found that most of the items given were difficulties according to the respondents even though the lecturer already provided the topic to be assigned for each student. In live presentation, the most difficult one to prepare in term of the content was selecting the appropriate material to be to be delivered among a wide range of material. It reached 81%, it made sense since the students must develop the topic, search, and read references to enrich the material to be delivered for live or recorded presentation. Meanwhile, for recorded presentation, determine the relevant material among available materials became the most difficult one. As presented at Table 4, it can be seen that all the items provided were categorized as the difficult to do since it was above 50% selected by all the participants for all the items.

Table 4: Students' difficulties have encountered in preparing the presentation contents.

Indicators	Live Presentation	Recorded Presentation
Understanding the selected topic	75%	4%
Selecting the appropriate material to be to be delivered among a wide range of material.	81%	61%
Determine the relevant material among available materials	77%	68%
Found a lot of new vocabularies in materials for presentations	80%	62%
Organizing selected information on material	74%	67%
Expressing the presentation content	68%	52%

Regarding to the questionnaire finding about preparing the presentation form which presented at Table 5, it was found that presenting live presentation form (71%) was more difficult than recorded presentation (64%). Since these two presentations were totally different, it was clear that for preparing the presentation form the number reached different range. For instance, in recorded presentation, most of the students found the difficulties on providing internet connection and editing/making video recording for presentation. It was understandable since these two items were not really need for performing live presentation.

Table 5: Students' difficulties in preparing the presentation form

Indicators	Live Presentation	Recorded Presentation
Selecting presentation form	71%	64%
Selecting visual aids	46%	75%
Using PowerPoint software	61%	59%
Composing questions to be delivered to respond the peer's presentation	74%	58%
Providing Internet connection	45%	93%
Editing or making Recording video for presentation	14%	96%

Table 6 is clearly stated that, in conducting live presentation, the participants seemed better prepared than recorded presentation. It makes sense because on live presentation section, the students were witnessed by all the classmates directly. They need more focus, do best preparation. The data presented that the participant felt lack of time for preparation; it was 86% chosen by the participants on live section, while for recorded presentation was 42%. The most difficult one of all items when rehearsing the presentation for both live and recorded were pronouncing new vocabularies namely 94%.

Table 6: Students' difficulties rehearsing live and recorded presentation

Indicators	Live Presentation	Recorded Presentation
Lack of time to rehearse	86%	42%
Difficulty in remembering the points of presentation contents	90%	36%

Boredom of rehearsing a presentation	57%	62%
Lack of concentration	74%	39%
Difficult in pronouncing new vocabularies	94%	51%

The last data was presented at Table 7 in terms of delivering the presentation. Technical problem (72%) and fear of the internet connection (92%) were the two highest range item difficult things to face in the section of recorded presentation. Meanwhile, in live presentation lack of confidence, difficulties with grammar, difficulties with the vocabulary, and fear of the lecturer evaluation were high ranged to be chosen by the participants, it was 90 % to above. Again, this finding was in line with the previous study.

Table 7: Students' difficulties in delivering presentations

Indicators	Live Presentation	Recorded Presentation
Technical Problem	55%	72%
Lack of confidence	91%	32%
Fear of looking foolish	83%	36%
Fear of 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%
Forgetting the content of the presentation	88%	26%
Fear 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%
Fear of giving questions to the presenter's presentation	86%	30%

4 CONCLUSIONS

Finally, this study suggests that students' presentation through live or recorded 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. Technical problem and internet connection became the hard difficult in delivering the presentation, while for live presentation, a lot of things are more complex to be considered by all the participants. It can be said that in terms of delivering presentation, live presentation is more complex than recorded presentation. Practically, teacher/lecturer can use this activity in English speaking class to stimulate students' performance.

The limitations of the present research leave several gaps for future other researchers to fill in. Upcoming studies might further investigate comparison study between live vs. recorded presentation. Which one works better to develop students' speaking skills added with the reflection after experiencing live vs. recorded presentation. Future research should also widen the research scale with a larger and more varied group of participants.

ACKNOWLEDGEMENTS

To God be the glory for this research finally accomplished and published through this paper. The researchers would like to send the gratitude for the management of Politeknik Negeri Batam for giving us chance and fund this research. Also thank to research center and community service department for organizing this agenda. To all friends and colleagues who involved into this research, hopefully the future research and publishing keep collaborating with you all.

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