CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and the suggestions of this research. The conclusions of the study are built up based on the data analysis explored in Chapter 4.

5.1 Conclusion

This study focused on students' perceptions on presentation skill in debate. Based on the results of the data analysis, it can be concluded that most students had positive perceptions of the presentation skill that was applied in the Public Speaking and Debate class. However, there were also a few students who disagreed with several reasons such as they felt anxious when giving presentations.

5.2 Suggestions

Based on the results found by the researcher, the researcher wants to provide the following suggestions:

1. For lecturers:

This research will be very useful for the future teaching lecturers. Presentation skills are very important to be taught in debate activities because they can make students prepare themselves more thoroughly so that they produce good results. Based on the results of the interview, there were some who felt anxious in presenting their ideas. Lecturers are advised to teach tips to overcome this anxiety in presenting in the upcoming Speaking class.

2. For students:

First of all this research can reflect the improvement in their presentation skills. The respondents have been able to re-correct their presentation skills through this study. Second, future students are advised to prepare their presentation skills more in order to continue to get good results.

REFERENCES

- Alasmari, A., & Ahmed, S. S. (2013, January). Using Debate in EFL Classes. 147-152.
- Alasmari, A. Ahmed, S.S (2013). Using Debate in EFL Classes. English Language Teaching, 6(1), 121-130.
- Al-Issa, A. (2007). English language teaching at the College of Law–Muscat, Sultanate of Oman: Analyzing needs and understanding problems. Asian Journal of English LanguageTeaching, 17, 65–86
- Al-Issa, Ali Said & Al-Qubtan, Redha. (2010). *Taking the Floor: Oral Presentations in EFLClassroom*. TESOL Journal.
- Anuradha, RV, Raman, G, & Hemamalini, HC. (2014). *Methods of Teaching English*. Hyderabad: Neelkamal Publications.
- Ary, et al. 2010. 2006. Introduction to Research in Education. Wadsworth: Cengage Learning
- Akhyak, & Indramawan, A. (2013). Improving the Students' English
 Speaking Competence through Storytelling (Study in Pangeran
 Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia).
 International Journal of Language and Literature, 1(2).
- Bradburry, A. (2006). Successful Presentation Skills, (3rd ed.). London: Kogan Page.

- Chiu, A. S. (2004). The festival presentation: Making classroom presentations Gavin BROOKS and John WILSON 211 interactive and fun. The Language Teacher, 28(8), 32.
- Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches: Fourth edition. Thousand Oaks, CA: Sage Publications.
- Dale, Paulette & James C Wolf. (2000). Speech Communication Made Simple (2nd ed.). NY: Miami-Dade Community College.
- D'Cruz, Ray. (2003). *The Australia-Asia Debating Guide*. Australia: The Australian Debating Federation
- Efrizal, D. (2012). Improving student's speaking through communicative language teaching method at Mts Ja-alhaq, Sentot Ali Basa islamic boarding school of Bengkulu, Indonesia. International Journal of Humanities and Social Science, 2(20), 127-134.
- Essberger, J. (2007). The Importance of Speaking Practice. for ESL Learners.
- Farabi, M., Hassanvand, S. & Gorjian, B. (2017). Using Guided Oral Presentation in Teaching English Language Learners' Speaking Skills.
 Journal of Applied Linguistics and Language Learning, 3(1), 17-24.
- Fauziati, Endang. (2014). *Method of Teaching English as a Foreign Language* (*TEFL*). Surakarta: Era Pustaka Utama
- Fitria, R., & Salwa, S. (2018). Students' Perceptions of English Oral Communication Usage During Their Practice Learning Program.

- Girard, T., Pinar, A. M., & Trapp, P. (2011). An exploratory study of class presentations and peer evaluations: Do students perceive the benefits? Academy of Educational Leadership Journal, 15(1), 77–93
- Gray, F. E. (2010). Specific Oral Communication Skills Desired in New Accountancy Graduates. Business Communication Quarterly, 73(1), 40
 67.
- Haman, J., Birt, J., Donald, J., & Allen, E. (2012). Post-graduate and under graduate accounting students: are their differences in expectations and perceptions about learning? Unpublished research, Monash University.
- Hamka. (2011). Improving Students' Speaking Proficiency Through Case Presentation Method At Class XI Ipal Of Sma Negeri 9 Makassar (A Classroom Action Research) Retrieved from August 2012. FKIP University of Muhammadiyah Makassar.
- Harmer, J. (2007). *The Practice of English Language Teaching*: Fourth Edition". China: Pearson Education Limited.Hayes, R. L., & Lin, H. (1994). Coming to America: Developing social support systems for international students. Journal of Multicultural Counseling and Development, 22, 7–16.

Hussain, (2017). Teaching Speaking Skills in Communication Classroom.

- Irawati, I. (2014). Improving student's speaking ability through communicative language games. Magistra, No.87 Th. XXV, 25-36.
- King, J. (2002). Preparing EFL learners for oral presentations. Dong Hwa Journal of Humanistic Studies, 4, 401–418.

- Khorashadyzadeh, A. (2014). Why to use short stories in speaking classes? International Journal of Foreign Language Teaching in the Islamic World, 2(1), 9-15.
- Luoma, Sari. (2004). Assessing speaking. Cambridge: Cambridge University Press.
- Lumbangaol, R., & Mazali, M. (2020). Improving Students' Speaking Ability Through Debate Technique.
- Martin, J. R., & Rose, D. (2012). *Genres and texts: Living in the real world*. Indonesian Journal of SFL, 1(1), 1-21.
- Mahmudah, (2015). Improving the Students' Speaking Ability Through Case Presentation Method.
- Meloni, C., & Thompson, S. (1980). Oral reports in the intermediate ESL classroom. TESOL Quarterly, 14 (4), 503-510.
- McKeachie, B., & Svinicki, M. (2011). *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (13th ed.). Wadsworth.
- Nur, D. R. (2016). An Analysis of Derivational Affixes in Commencement Speech. Script Journal, 1(1), 25–35.
- Othman, P. Z. (2013). Classroom Debate as a Systematic Teaching/Learning

Approach. World Applied Sciences Journal 28 (11): 1506-1513, 1506.

Petrus, I. (2015). College Students' Perceptions on the Use of Oral Presentation as a Teaching and Learning technique in the classroom.

- Priyatno, D. (2013). *Mandiri Belajar Analisis Data Dengan SPSS*. Yogyakarta, Mediakom.
- Rai, U. (2010). English Language Communication Skills, Mumbai: Himalaya Publishing House.
- Rao, VK. (2012). Techniques of Teaching English. Hyderabad:Neelkamal Publications
- Remali, Azrinawati mohd, Jiventeren Selavathy, Nurulnadiah Mohd Aris, & Fatin Zakirah Zulkhepli, (2015). Understanding the impact of Students' Perception in Learning toward Academic Performance.
- Sinaga, Ammyersen Seranik. (2019). English department student's perceptions on presentation activity in speaking B course. Undergraduate thesis, Widya Mandala Catholic University. Surabaya.
- Thornbury, S. (2005). *How to Teach Speaking*. Harmer, J. (Ed). London: Longman.
- Tonc, A. (2002). *Presentation and Communication*. The Regional Environmental Center for Central and Eastern Europe.
- Tkachenko, I. (2014). Teaching presentation skills to students of business English, Financial Space, vol. 4, no. 16, pp. 231-234.
- Ur, P. (1996). A Course in Language Teaching: Practice and Theory. Cambridge: CambridgeUniversity Press.

- Wang, Bo, Yu, Shulin & Teo, Timothy (2018). Experienced EFL teachers' beliefs about feedback on student oral presentations.
- Živković, S., & Stojković, N. (2013). *To Modernize or not to Modernize There is no Question*. Academic Journal of Interdisciplinary Studies. Rome-Italy: MCSER Publishing.
- Živković, S. (2014). The Importance Of Oral Presentations For University Students.