# ENHANCING ENGLISH LANGUAGE SKILLS FOR COMPUTER STUDENTS THROUGH PRESENTATIONS

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*Abstrak*

*Presentasi mempengaruhi perkembangan keterampilan berbahasa Inggris karena diperlukan keterampilan berbahasa Inggris yang baik dan lancar. Kenyataannya, banyak siswa yang tidak termotivasi untuk melakukan presentasi di dalam kelas, terutama menggunakan bahasa Inggris. Penelitian dilakukan dengan tujuan untuk mengevaluasi keefektifan pendekatan pembelajaran bahasa berbasis presentasi. Penelitian dilakukan dengan menggunakan desain survei. Data dikumpulkan dari 36 sampel mahasiswa komputer melalui angket. Menafsirkan hasil kuesioner dan menarik kesimpulan adalah cara untuk menganalisis data. Berdasarkan hasil dan temuan, rekomendasi dibuat tentang bagaimana presentasi dapat digunakan untuk meningkatkan kemampuan bahasa Inggris siswa komputer yang umumnya tertarik dan termotivasi oleh presentasi untuk meningkatkan kemampuan bahasa Inggris mereka. Mayoritas responden menyatakan bahwa mereka termotivasi untuk menghadiri presentasi tersebut, dan semua setuju bahwa mereka telah memperoleh pemahaman yang lebih baik tentang istilah teknis ilmu komputer. Untuk perbaikan lebih lanjut, terdapat berbagai pendapat tentang bagaimana presentasi dapat ditingkatkan untuk lebih meningkatkan kemampuan bahasa Inggris.*

***Kata Kunci:*** *Presentasi, Berbicara, Teks Lisan, Pembelajaran.*

*Abstract*

Presentation affects the development of English-speaking skills because it requires good and fluent English-speaking skills. In fact, many students are not motivated to perform in-class presentations, especially using English. The study was conducted with the aim of evaluating the effectiveness of a presentation-based language learning approach The study was conducted using a survey design. The data is collected from 36 sample computer students through questionnaires. Interpreting the result of questionnaires and drawing conclusions is the way to analyze the data. Based on the results and findings, recommendations are made for how presentations can be used to enhance the English language skills of computer students are generally interested in and motivated by presentations to improve their English language skills. The majority of respondents stated that they were motivated to attend such presentations, and all agreed that they had gained a better understanding of the technical terms of computer science. For further improvement, there were various opinions on how the presentations could be improved to better enhance English language skills.

***Keywords:*** *Presntation, Speaking, Spoken, Learning*

## INTRODUCTION

In improving students' English competence, an effective language learning strategy is needed, especially for non-language students who use English in certain needs such as communication, information, technology, academic, economic and business needs. This is because being accustomed to language target like English is needed if someone wants to master the language (Hardianti, 2019). Therefore, targeted and creative learning strategies to improve learners' abilities are needed. The English learning system for computer science students, by applying materials related to computer science, will be more appropriate for the target jobs to be achieved. The method of applying computer science materials in English learning is done by presentation activities. Presentations affect the development of English-speaking skills because presentations require good and fluent English-speaking skills. When making a presentation, one must consider grammar, pronunciation, intonation, as well as choosing the right words to present information clearly and effectively. In addition, presentations also involve listening skills, as the presenter must pay attention to the audience's reactions and respond accordingly.

The English language learning model emphasizes presentation, practice and production in English learning. is very helpful for English language learners in building skills that are quite complex. build skills that are considered quite complex (Prihamdani, 2019). Building English language skills such as the ability to speak, write and communicate effectively, requires consistent practice and practice in producing English output. Therefore, paying attention to production in English learning can help English learners improving their ability to communicate and interact in English.

Intense and serious practice naturally results in habituation and continuous improvement and results in habituation and continuous improvement which in turn results in self-confidence (Dewi, 2020). Continuously improving English language skills can help increase confidence in using English. When one feels more confident in speaking and writing in English, this can help improve their ability to communicate and interact in English. Thus, severe and intense practice in English language learning can help form positive habits, improve English language skills, and can help improve confidence overall in English language skills.

Presenting information in an effective and clear manner is a crucial skill for conveying a message or opinion, and nowadays, presentation skills are required in almost every industry. When it comes to business, selling, training, teaching, and lecturing, as well as in other social settings, presentation and public speaking skills are extremely useful (Swathi, 2015). Many people agree that public speaking is an important skill their daily lives as well as in their work. However, many people feel uncomfortable speaking in public. In fact, public speaking is just like other subjects, it can be learned and practiced, because public speaking is a skill. The more often we do this, the more competent and confident we are (Meylina, 2022). Presentations

are part of public speaking. Many people feel uncomfortable speaking in public due to excessive anxiety or lack of experience. However, with proper practice and preparation, one can overcome fear and become more confident in public speaking. With practice and good preparation, presentation can be a skill that anyone can learn and master. The more you do it, the easier and more confident you will become in the situation.

The audience must be made aware of the presentation's context. A connection to the needs or interests of the audience will help draw them in. Personal aspects tend to make the subject matter and you, as the presenter, much more approachable and comprehensible. (Group, 2017). The oral presentations assignment is a significant communicative activity that involves critical thinking, invention, and writing before the oral presentation. preparation, practice, and presentation are the three main parts of an oral presentation. According to the current study, oral presentation is a strategy that can be used by EFL students by planning, practicing, and engaging the audience in the learning process (Hammad, 2020). Some of the obstacles and difficulties in presentation activities in English are that students in learning English are always constrained to pronunciation, vocabulary and grammar. Furthermore, to overcome students' laziness in learning English, they must create a comfortable learning environment, memorize vocabulary, and memorize grammar. a comfortable learning environment, diligently memorize vocabulary, get used to speaking English starting from daily conversations and practice repeatedly and practice it repeatedly to get used to it (Susanthi, 2020). However, students may encounter difficulties during presentation preparation and delivery. These issues may be related to their language skills (Hinkel, 2011).

On this basis, a study was conducted with the aim of evaluating the effectiveness of a presentation-based language learning approach. For computer students, presentations can be a great way to improve their English language skills. They can help students improve their English proficiency and self-assurance by selecting relevant topics, emphasizing vocabulary, providing examples, encouraging questions, practicing delivery, and providing feedback.

## RESEARCH METHOD

The study was conducted by using survey design. The data is collected from 36 sample of computer students through questionnaires. Interpreting the result of questionnaires and drawing conclusions are the way to analyze the data. Based on the results and conclusions, the recommendations are made for how presentations can be used to enhance the English language skills of computer students.

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## FINDINGS AND DISCUSSIONS

A questionnaire was given to 36 computer students who attended presentations aimed at improving their English language skills for the study. The purpose of the questionnaire was to determine how well the presentations helped the participants improve their English language skills. The 10 questions were

1. How often do you attend presentations aimed at enhancing your English language skills? (Seberapa sering Anda melakukan i presentas... 4 = Often (sering) 5 = Very often (sangat sering)
36 jawaban
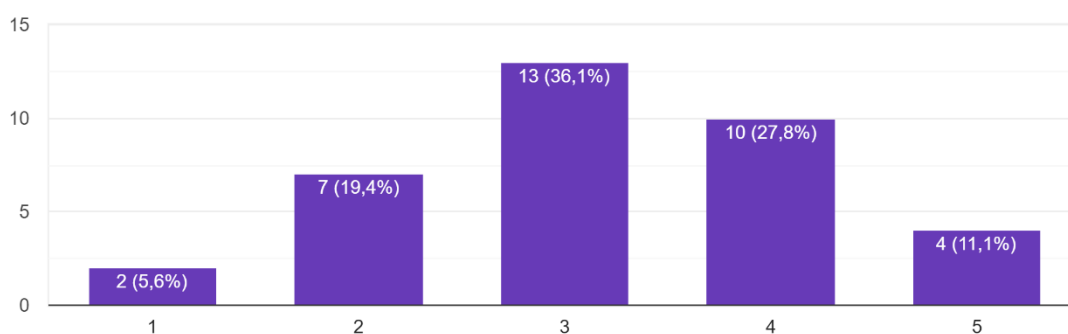


designed to assess the effectiveness of presentations in enhancing English language skills for computer students. The questions covered topics such as the students' perception of their language proficiency during the presentations, and the helpfulness of the presentations in improving their English language skills. The breakdown below is the result of questionnaire no. 1 which depicts the percentage of respondents who selected each option, with "sometimes" (36.1% of respondents) being the most frequently answered choice, followed by "often" (27.5%) and "rarely" (19.4% of respondents). "very rare" was the least frequent response (5.6% of respondents).

Diagram 1. How often do you attend presentations aimed at enhancing your
English language skills?

Based on this finding, it would appear that the vast majority of respondents attend presentations aimed at improving their English language skills at least occasionally, with only a small percentage attending them on a regular basis.

To gather information how to improve language learning outcomes and to provide valuable information about how well presentations are meeting the needs and expectations of language learners, the question "how effective do you think presentations are in enhancing your English language skills?" is given to the respondents.

2. On a scale of 1 to 5, how effective do you think presentations are in enhancing your English language skills?  (Dalam skala 1 sampai 5, menurut A...ctive (efektif) 5 = Very effective (sangat efektif)
36 jawaban
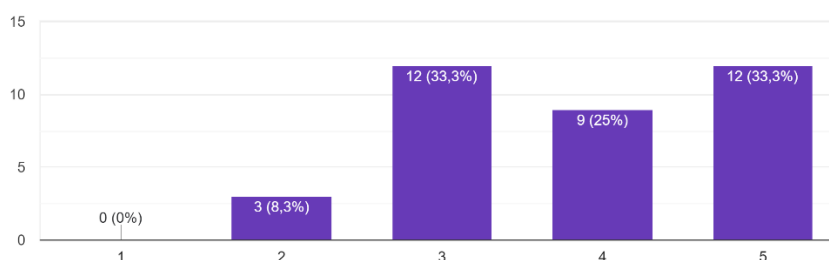


The most common response from these findings was "moderately effective," chosen by 33.3% of respondents. The next most common response was a tie between "effective" and "very effective," which were selected by 25% and 33.3% of respondents, respectively. It's interesting to note that none of the respondents chose "not very effective" as their response. This could imply that the majority of respondents thought that presentations helped them improve their English language skills. These findings suggest that, in general, presentations are viewed as at least moderately effective for improving English language skills, with a significant portion of respondents describing them as extremely effective.

Furthermore, the most common answer to question no. 3 "What specific language skills have you improved through the presentations (e.g., speaking, writing, reading, listening)?" was speaking, which means that the majority of respondents indicated that the presentations were effective in improving their speaking skills. This could indicate that the presentation focused on developing speaking skills or included opportunities for learners to practice speaking. It is also possible that respondents found it easier to identify improvements in their speaking skills, as speaking is often considered the most challenging language skill to master. Based on this, the presentations were very effective in improving speaking skills, while being less effective for other skills such as writing or reading. It is the fact that speaking is the most common response suggests that presentations can be an effective way to improve speaking in language learners. However, it is also important to note that different learners may have different preferences and learning styles, and may benefit from different types of language learning activities other than presentations.

After attending the presentation, the majority of respondents (58.3 percent) reported feeling confident in their English language skills, with 8.3 percent reporting feeling extremely confident. However, after attending the presentation, a small percentage of respondents (30.6%) reported feeling less confident in their language abilities. This suggests that while presentations may improve language skills for some students, not all students may benefit from them equally. Learners'

confidence in their language abilities may also be affected by other factors like language proficiency, prior learning experiences, and personal learning style. the consequences of this study propose that it is essential to consider students' singular necessities and inclinations while planning language learning programs that incorporate introductions or different kinds of language learning exercises.

Responses to the question, "What barriers do you encounter when learning English through presentations?" It can be concluded that students face a wide range of difficulties when giving presentations in English. The following are some of the most frequently mentioned difficulties by the respondents: lack of confidence in speaking, reading and understanding English, nervousness and anxiety when speaking in English, pronouncing words and being understood by others, difficult in memorizing vocabulary when giving presentations in English. And, based on the answers to the question "What do you think is the most effective presentation technique in improving your English skills?", we can see that students have different preferences and opinions regarding the most effective presentation technique. Some of the techniques mentioned by the respondents include: Speaking practice, reading materials in English, participating in class presentations, listening to music and podcasts in English, preparing presentation materials thoroughly, memorizing and understanding presentation materials. From these responses, it is important to note that learners have different learning styles and preferences, and what works for one learner may not work for another. However, responses show that a combination of speaking, reading, listening and presentation exercises can be effective in improving English language skills. It is also important for learners to find techniques that are fun and not too difficult, as this can help motivate them to continue learning and improving their language skills.

The majority of respondents are motivated to attend presentations aimed at improving their English language skills, according to the responses to question 7. 30.6% of respondents reported feeling highly motivated, while 47.25 percent reported feeling motivated. Only a small percentage, 2.8%, expressed a strong sense of unmotivating, and none of the respondents expressed a lack of motivation.

7. How motivated are you to attend presentations aimed at enhancing your English language skills? Seberapa besar motivasi Anda untuk menghad...ivasi) 5 = Highly motivated (sangat termotivasi)
36 jawaban
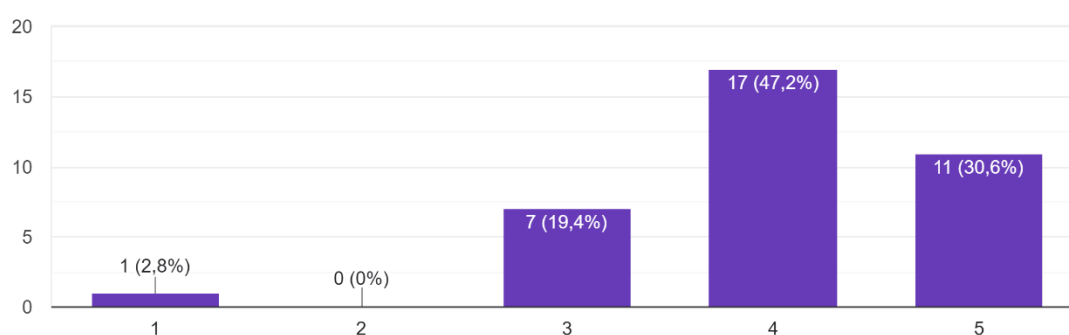
This suggests that respondents believe presentations as a way to improve their English language skills and are willing to put in the time and effort to attend them. Therefore, the reaction for question "Do you think presentations have helped you better understand technical terms used in computer science?" indicates that all respondents believe that presentations have improved their comprehension of computer science technical terms.

Answers to question 9 show that the majority of respondents practiced their English skills outside of presentations, either rarely or sometimes, with 30.6% for each option. Only 19.4% of respondents practiced frequently, and 11.1% practiced very frequently. A total of 8.3% of respondents stated that they never practiced their English skills outside of presentations.

9. How often do you practice English language skills outside of presentations?  (Seberapa sering Anda melatih kemampuan bahasa Inggris di luar pres...4 = Often (sering) 5 = Very often (sangat sering)
36 jawaban
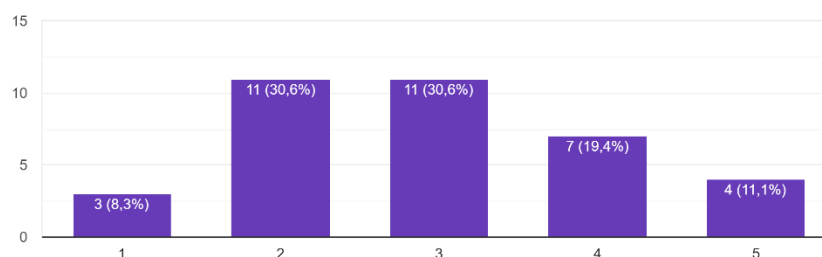


In order to further enhance proficiency, regular practice of English language skills may need to be improved.

According to these findings, students are generally interested in and motivated by presentations to improve their English language skills. However, it is essential to keep in mind that motivation varies from learner to learner and may be affected by factors such as the learner's personal goals, prior English language experience, and learning style. Language instructors must consider these singular distinctions while planning language learning programs that consolidate introductions or different sorts of language learning exercises. Educators can aid in ensuring that students are engaged, motivated, and making progress toward their language learning objectives by doing this.

**CONCLUSION**

From the results of this study, it can be concluded that presentations are seen as an attractive method of improving computer students' English language skills. The majority of respondents stated that they were motivated to attend such presentations, and all agreed that they had gained a better understanding of the technical terms of computer science. For further improvement, there were various opinions on how the presentations could be improved to better enhance English

language skills. Some of the suggestions to enhance students to conduct presentation eagerly, some steps are needed; choose a relevant and interesting topic, provide a supportive and encouraging environment, offer guidance and feedback, use technology and multimedia, provide opportunities for peer review, and celebrate successes. By implementing these strategies teacher can create an environment that inspires students to conduct presentation confidently.

Lastly, more in-depth research on the effectiveness of presentations in improving computer science students' English language skills would be beneficial. Additionally, it may be helpful to investigate any potential obstacles or difficulties that students may encounter when practicing their language skills outside of presentations as well as specific presentation techniques or strategies that are most effective in enhancing language proficiency.

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