ENGLISH DEPARTMENT STUDENTS’
PERCEPTIONS ON PRESENTATION ACTIVITY IN
SPEAKING B COURSE

A THESIS

By

Ammyersen Seranik Sinaga

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
(July 2019)
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Presentation Activity in Speaking B Course

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By:
Ammyersen Seranik Sinaga
1213015036

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
(July 2019)
APPROVAL SHEET

(I)

This thesis entitled **English Department Students' Perceptions on Presentation Activity in Speaking B Course** prepared and submitted by Ammyersen Seranik Sinaga 1213015036 has been approved to be examined by the Thesis Advisor.

[Signature]

Dr. V. Luluk Priambodo, M.Pd.
Advisor
APPROVAL SHEET

(II)

This thesis entitled English Department Students’ Perceptions on Presentation Activity in Speaking B Course prepared and submitted by Ammyersen Seranik Sinaga, 1213015036 has been examined and declared PASSED by the Thesis Board of Examiners.

Mateus Yumarnanto, M.Hum.
Chair

Dr. Ignatius Harjanto, M.Pd
Secretary

Dr. V. Luluk Prijambodo, M.Pd.
Member

Dr. Y. Luluk Prijambodo, M.Pd.
Dean of the Teacher Training Faculty

P. Sutris Winartiman, M.Sc.
Head of the English Department
STATEMENT OF AUTHENTICITY

SURAT PERNYATAAN

Bersama ini saya:
Nama: Ammyerson Serandi Sinaga
Nomor Pokok: 201010936
Program Studi: Pendidikan Bahasa Inggris
Jurusan: Pendidikan Bahasa dan Seni
Fakultas: Keguruan dan Ilmu Pendidikan Unika Widya Mandala Surabaya

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Nama Mahasiswa : Ammosen Stranik Sinaga
Nomor Pokok : 1213015036
Program Studi Pendidikan : Pendidikan dan Ilmu Pendidikan
Jurusan : Keguruan dan Ilmu Pendidikan
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Abstract

Sinaga, A., S. 2019. *English Department Students’ Perception toward Presentation Activity in Speaking B.*

Advisor: Dr. V. Luluk Prijambodo, M.Pd.

Keywords: Perception, Public Speaking, Presentation, Presentation Activity

As AEC or known as Asean Economic Community has entered Indonesia, graduates’ competences in presenting information are very important. However, students often face obstacles in delivering the information. Hence, Presentation skill is chosen to solve the problem. In the English Department Study Program, presentation skill is taught and developed in Speaking Course (Speaking B). Presentation skill contains of a set learning activities. These activities are important to improve presentation skill. These activities are important in terms of encouraging the students to develop their presentation skill. Theoretically speaking presentation activity motivates students to improve their presentation skill. As a result this study entitled English Department Students’ Perception on Presentation Activity in Speaking B to know how the students perceive presentation activity is worth conducted.

The research belongs to descriptive study which utilized mix-methods. Based on the purpose of the study; the researcher invited the participation of 36 students of English Education Study Program, Faculty of Teacher Training and Education, Widya Mandala Catholic University of Surabaya at the academic year of 2016/2018. In this context of the study, the data was collected through questionnaire and was confirmed through the interviews of four students out of 36 students. A questionnaire consisted of five aspects was designed and developed following the related theory of presentation. In addition, interview to dig deeper information the respondents’ opinions was conducted.

The collected data were analyzed and the data analysis of the research revealed that the students’ perception on presentation activity is positive with 91% positive responses. The result indicates that presentation activity starting from lecturer guidance to feedback giving and assessment, gave benefits and positive outcome for students of Speaking B. Presentation activity also contributed positively in enriching students’ information and vocabulary of many topics by discussing the topics presented during presentation performance.

Based on the research findings, the researcher recommended presentation activity should be continued as speaking activity in Speaking B course as well as a class evaluation and feedback for Speaking B class lecturer. Positive attitude toward presentation activity also shows that it facilitated students to improve both presentation and speaking skill.