

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is one of the most crucial aspects of learning English because it helps English as a Foreign Language (EFL) learners to actively use the language in communication. Speaking skills demonstrate the extent to which students are able to convey ideas, opinions, feelings, and information verbally in real life situations. For EFL learners, speaking skills are particularly important because they do not often use English as their everyday language. Therefore, practicing the language orally in class is an important component of language mastery. Through speaking skills, students must not only understand vocabulary, grammar, and pronunciation, but also be able to use the language effectively and communicatively (Judilla et al., 2024).

However, many EFL students still find it difficult to speak English fluently and confidently. Factors such as anxiety, lack of confidence, limited vocabulary, and lack of opportunities to practice speaking effectively often prevent them from improving their speaking skills. Lecturers use various learning strategies to improve students' speaking skills. These strategies include role-playing, group discussions, simulations, and English presentations. Among these many approaches, English presentations are widely employed in higher education, especially in speaking skills classes.

As part of their academic tasks, students are frequently required to deliver topics in English during class. Through these exercises, students may practice speaking in front of an audience, select suitable terminology and language structures, and methodically arrange their ideas.

According to previous research, presenting in English can boost students' confidence, fluency, and clarity of speech (Nurhidayah & Aflah, 2024; Amelia, 2022). Presentation based activities also help develop communication skills and enhance students' ability to convey concepts effectively (Yüce & Curle, 2025).

However, despite these advantages, presentations in English do not always fully address the speaking difficulties students face. According to several studies, students still struggle to organize their ideas, feel anxious, and lack confidence when giving presentations (Anggraini et al., 2025); Lan et al., 2024).

This suggests that students may respond to presentation activities in different ways, depending on their experiences.. These variations demonstrate how crucial it is to comprehend how students view English presentations. How students understand, assess, and make meaning of their educational experiences is referred to as perception. Understanding students' perceptions is crucial because it can influence their motivation, participation, and confidence in speaking activities.

The majority of earlier research has been on assessing how well English presentations enhance speaking abilities, including performance,

fluency, and anxiety levels (Lan et al., 2024; Veng & Loeung, 2024). However, there is still limited research on how students see English-language presentations, particularly in the context of English Language Education students at Universitas Maritim Raja Ali Haji (UMRAH).

Sixth-semester students of the English Education Study Program at Universitas Maritim Raja Ali Haji (UMRAH) have completed the Academic Speaking course. This course involves frequent presentations during the learning process. In this context, presentations refer to various in-class presentation activities conducted throughout the course. In order to improve their speaking skills, students are frequently required to deliver presentations during the course, both individually and in groups. Through these experiences, students have grown used to organizing ideas, preparing materials, and speaking in front of their peers while delivering presentations in English. Therefore, these students have enough expertise to share their opinions about how English presentations might help them improve their speaking skills.

Based on this gap and context, this study aims to explore students' perceptions of the use of English presentations in developing their speaking skills among sixth-semester students in the English Language Education Department at Universitas Maritim Raja Ali Haji (UMRAH).

1.2 Identification of the Problem

Based on the background of the study the researcher identifies several problems, such as:

1. Students still find it difficult to speak English fluently and confidently.
2. Students have not yet fully experienced a significant improvement in their speaking skills from English presentations.
3. Students often feel nervous when giving presentations.
4. Students' perceptions of English presentations have not been widely studied.
5. Students need to be better understood in terms of the benefits and challenges of presentations in developing speaking skills.

1.3 Limitation of the Study

Based on the identification of the problem above, the focus of this study is on students' perception on using English presentation in developing their speaking skills. The participants are sixth-semester students of the 2025/2026 of Universitas Maritim Raja Ali Haji.

1.4 Research Questions

Based on the identification and the limitation of the study above, the research question is defined as follows: How do students perceive the use of English presentation in developing their speaking skills?

1.5 Objective of the Study

Based on the research question above, this study aims to explore students' perceptions using English presentation in developing their speaking skills.

1.6 Significance of the Study

1. Theoretically

The findings of this study are expected to help enhance knowledge about English language teaching, especially with regard to how students see English presentations as a way to improve their speaking skills.

2. Practically

a. For Students

This study can help students reflect on their own learning experiences and realize the benefits of presentations, which boost their confidence and improve their English speaking skills.

b. For Educators

The results of this study can show how students view presentations in English, helping educators design better classroom activities to improve students' speaking skills.

c. For Other Researchers

This study can serve as a reference and basis for further research on student perceptions and the development of speaking skills through various learning approaches.

1.7 Definition of Key Terms

1. Speaking skills are language skills used to express ideas, opinions, and feelings orally with attention to confidence, fluency, pronunciation, vocabulary, and structure.

2. English presentation is a speaking activity in front of the class in English with the aim of conveying certain concepts, information, or topics as part of the language learning process.
3. Student perceptions are how students view, understand, and evaluate English presentations as learning activities that can help them learn to speak.

