

Exploring Students' Perceptions of the Role of ICT in Enhancing Oral Presentation Skills in English Language Classroom

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Degree of Bachelor of Education in English
Language Education



By:

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**EDUCATION AND TEACHER TRAINING
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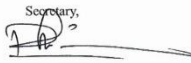
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
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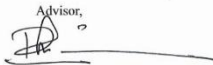

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ABSTRACT

Title : Exploring Students' Perceptions of
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The use of ICT in oral presentations has been the subject of numerous studies. Still, few have looked at the use of ICT to enhance confidence and presentation skills. This study addresses how students view using ICT to improve their oral presentation abilities and how ICT influences their confidence when giving presentations in English classes. This study employs a descriptive qualitative research methodology to provide a comprehensive understanding of five English education students selected from a purposive sample. Interviews centered on students' experiences using ICT in their presentations were used to gather data. Data analysis in this study employs an interactive technique including data condensation, data display, and drawing conclusion. The results of this study show that students believe using ICT to improve their oral presentation abilities is highly advantageous. Students felt their presentations were better, delivered content more effectively, and engaged the audiences by using ICT, thus having a positive impact on their confidence. Despite facing several challenges, the students adapted by making backup plans and using different ICT. With these findings, this study also suggests conducting training and making the most of ICT in education so that it can increase confidence to overcome technological barriers in the classroom.

Keywords: ICT; oral presentation; confidence; english education

MOTTO

Veni, Vidi, Vici

“I come, I see, I win” - (Julius Caesar)

مَنْ جَدَّ وَجَدَ

“whoever makes an effort will succeed”

“What you do today builds your future” - (Mrs. Anik)

DEDICATION

All praise and gratitude to Allah Swt. who has given His grace to the researcher to complete this thesis.

This thesis is dedicated to my beloved parents, family, teachers, friends, and all the good people around the researcher who have provided endless support, motivation, and love to the researcher.

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All praises to Allah who always gives his grace and mercy so that the writer can complete this thesis. My salutations and greetings are always directed toward Prophet Muhammad SAW. The writer realizes that the successful completion of this thesis is inseparable from the guidance, motivation, advice, cooperation, and support provided by many parties.

During arranging of the thesis, the writer is truly grateful and deeply thanks to all support systems, who had given contributions to the researcher:

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Finally, the researcher will be happy to receive constructive criticism and suggestions to make this thesis better and the researcher hopes that this research can help everyone who needs additional reading related to this research topic.

Semarang, 11 March 2025

The Writer

A handwritten signature in black ink, appearing to read 'Khoirun Nisa' Riani', written in a cursive style.

Khoirun Nisa' Riani

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CHAPTER I

INTRODUCTION

A. Background of the Study

In a very advanced era of science and technology, communication has become a vital skill in which individuals are asked to adapt to rapid social change actively. Moreover, communication skills are the most essential skills in the 21st century required for a job. Thus, university education has also changed by applying methods in which students actively participate in the learning process and strengthening presentations and discussions, to promote student communication and problem-solving skills. In this way, students are expected to be able to develop more skills during the learning session than they are taught. Oral presentation is one of the most common oral activities in higher education to enhance students' communication skills. It is supported by Hoai (2021) that using a group of oral presentations as tasks and assessments can improve students' speaking and communication skills.

However, oral presentations also pose challenges for EFL learners and are not easy to implement in an EFL setting, despite some remarkable benefits. Some students have anxiety and feel insecure when presenting material in

front of the classroom. When speaking in front of the class, students struggle with language and become nervous, especially if the lecturer stops them in the middle of their presentation (Naelufah et al., 2023; Tareen et al., 2023). The reading material to be presented in the target language is difficult to understand (Amelia, 2022; Mbato, 2019; Muhassin et al., 2021). Many EFL students are unable to present their ideas and material explanations clearly during oral presentations (Amelia, 2022; Fitriani et al., 2019; Panggabean et al., 2017). They are nervous about their performance because of their poor English, They are not adept at putting their presentations together (Amelia, 2022; Kheryadi & Hilmiyati, 2021), low self-efficacy (Gedamu & Gezahegn, 2023; Muyan & Tunaz, 2017). This suggests that oral presentation appears to be influenced by a variety of factors, including low self-confidence in oral presentation efficiency and limited English language proficiency.

The use of ICT (Information and Communication Technology) as a creative teaching tool has grown popular in the twenty-first century. ICT is a way to innovate and create more engaging learning materials and address the shortage of learning facilities. According to Alobaid (2021), ICT has a lot of potential, including the ability to develop and improve multimedia learning environments for

EFL/ESL instruction. For EFL students, presented text, spoken words, visuals, and video formats can be combined to create engaging, multi-sensory, and multimedia language learning environments (Alobaid, 2021; Sun & Dong, 2004).

Some studies have identified some critical issues with students' oral presentations. The previous research by Ali Rabah (2022) Conducted a study to investigate the effects of oral expression in improving the self-efficacy of second-year students at Saida University. They found that students value incorporating other activities such as games, gap activities, conversations, storytelling, and role-play since they show a significant achievement, unlike the presentation, which suggests that learning to speak through presentations is not the final and greatest technique. Students who practice oral communication no longer experience fear of failing or public speaking. In addition, Amelia (2022) finds that oral presentations were difficult for EFL students, but they helped improve their skills. Challenges included inadequate presentation abilities and psychological problems.

Understand that oral presentations are important for students and are often conducted at universities at all levels. In previous research, they did not discuss in depth the use of ICT in oral presentations. Therefore, through a

qualitative approach, this study aims to investigate students' perceptions regarding the use of ICT in helping them improve their oral presentation skills in the context of English education students at Walisongo State Islamic University.

B. Research Questions

This study primarily sought to answer the following research questions.

1. What are the students' perceptions of the role of ICT in improving their oral presentation skills?
2. What are the students' perceptions of the influence of ICT on their confidence during oral presentation activities?

C. The objective of the Research

In light of the problem formulation previously described, the aim of this study is:

1. To explore students' perceptions regarding the use of ICT in enhancing students' presentation skills.
2. To determine students' perceptions of the influence of ICT on students' confidence during oral presentations.

D. Significant of the Research

1. Theoretically, this research is intended to make a theoretical contribution to English language learning in the implementation of oral presentations in the classroom using ICT. On the other hand, this study can be a foundation, guidance, and reference for prospective scholars who want to undertake similar research.
2. Practically, this study understands the influence of ICT on students confidence during oral presentation. This knowledge can help and motivate readers to evaluate and view related to implementing ICT in oral presentations in higher education.

E. Scope of the Research

This research focuses on the experiences of EFL students, sharing their experiences in using ICT during oral presentation activities. However, not all EFL students, only a few qualify for the study. In addition, this study uses a descriptive interview guide, thus focusing on students' learning perceptions. Therefore, the interview results are described in detail and systematically based on the collected data.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Literature Review

In this chapter, the researcher discusses some related topics which are necessary for this final project. Those topics are the role of ICT in education, ICT in oral presentation, ICT and self-confidence in oral presentations.

1. The Role of ICT in Education

Information and communication technology (ICT) integration in education has improved educational outcomes and experience by significantly modifying the teaching and learning process. The term "new multimedia technologies, including computer software, CD-ROMs, the internet, television, films, as well as internet-based project work, email, chat, blogs, wikis, podcasts, and so on" refers to information and communication technology, or ICT (Alobaid, 2021; Zhou et al., 2018). ICT has become a platform for educators to instill students' interest in language learning (Pusparaju, 2021). ICT is the integration of different information and communication technologies to maximize their potential in developing, improving, and maximizing a better learning environment in the

context of EFL/ESL learning and teaching (Alobaid, 2021).

According to Alobaid (2021), a significant and positive influence on language learners' performance is associated with the increased use and exposure to ICT multimedia tools that provide multimedia elements (i.e., visual and/or oral texts, graphics, and videos) for English language learners as a second/foreign language in the learning environment.

Then, according to Anastasopoulou (2024), ICT integration in the classroom has the potential to improve instruction and learning outcomes, boost student participation, and advance educational equity. Teachers may establish a more dynamic, inclusive, and productive learning environment that equips students to meet the challenges of the contemporary world by utilizing the possibilities of technologies and digital resources. Dr. Manendra Katiyar (2023) also proposes that with the use of ICT, educators and learners may create an interactive, multisensory environment with virtually endless possibilities for instruction and learning.

From various opinions regarding the role of ICT in education, it can be concluded that ICT plays a

positive role in the learning process by enhancing learning facilities through the creation of more creative, engaging, and interactive learning media innovations.

2. ICT in Oral Presentation

a. The importance of ICT in oral presentation

Oral presentations are a communication skill where students discuss and think deeply. Oral presentations also train students' confidence and critical thinking to express their opinions and practice their communication skills in the target language.

Oral presentations that incorporate information and communication technology (ICT) greatly improve students' communication abilities and learning experiences in a variety of educational settings. This method encourages active participation and teamwork among students in addition to facilitating the development of oral competencies. ICT integration in education is essential since it allows for teaching and learning to take place outside of the traditional classroom setting, even when students and teachers are physically separated (Ghavifekr & Rosdy, 2015).

According to Sun & Dong (2004), "information presented in the form of text, spoken words, graphics, and videos can be integrated to create an authentic, engaging, and multi-sensory/multimedia language learning environment for EFL learners." (Alobaid, 2021)

Students in higher education should be proficient in the critical skill of effectively presenting information (Dunbar et al., 2006). The ability to present orally is very important for both academic studies and the workplace because it allows students to participate in discussions and deep thinking. One of the efforts of educational institutions to train communication skills is through the implementation of oral presentations in class. As a result, students have become accustomed to oral presentations, and most courses assign oral presentation tasks and use them as a grading system for those courses.

According to Xu et al. (2021), oral presentations are a very important skill for job competitiveness and academic studies because this skill encourages students to engage in ongoing debate and reasoning. In an EFL context, oral presentations are a type of public speaking when speakers discuss a

specific English topic either alone or in a group setting while using visual aids (Hoai, 2021).

King (2002) states that oral presentations are a gratifying and engaging experience that helps students practice giving confident public presentations and helps teachers improve their facilitation abilities in EFL classes. In addition, Mallette & Berger (2011) state that a computer and projector are typically used for oral presentations, which are regarded as "the most common method for presenting information."

Oral presentations allow classes to practice speaking a second language naturally (Salem, 2019). Using the target language in everyday classroom situations can help students become more confident and proficient in the language. Additionally, oral presentations encourage student participation by providing opportunities to express their thoughts and opinions during the Q&A session.

From the various definitions of the importance of ICT in oral presentations above, it can be concluded that the role of ICT in oral presentations is very important because it can create a more varied learning experience. With engaging learning activities, students become more engaged in actively participating in oral

presentation activities, thereby honing their communication skills, critical thinking, and mastery of presentation material.

b. Characteristics of oral presentation skills

Besides the importance of ICT in oral presentation, several characteristics are present in oral presentation activities. According to Parhadjanovna (2023), the use of visual aids, organisation, clarity, delivery methods, and self-evaluation are all essential elements of a successful oral presentation. The use of technology and the provision of practice and feedback opportunities help ESL learners improve their presentation abilities. Students' ability to simultaneously combine the four language abilities is one of the key things that oral presentations permit.

Brooks and Wilson (2014) state that the following are the five main advantages of oral presentations in the classroom for the majority of language teachers: 1. They are student-centred. 2. All four of the linguistic skills must be used. 3. They provide pupils with practical language assignments. 4. Outside of the language classroom, they are useful. 5. They increase the motivation of students. They also argue that mastering presenting skills, including eye

contact, voice projection, presentation structure, audience connection, and PowerPoint usage before giving presentations ensures that oral presentations are effective.

Then, Tarwiyah, S., et al. (2024) mentions 16 components of presentation skills, there are : (1) using appropriate media, (2) using appropriate methods, (3) using appropriate stages of the method, (4) having engaging opening, (5) having engaging delivery, (6) making audience involved actively, (7) having visible slides for all audience, (8) having clear structure of presentation, (9) covering the points needed to meet the objectives. (10) not putting much points in a slide, (11) using simple examples, (12) speaking loudly and clearly, (13) not blocking audience's view, (14) making the audience clear what question the presenter is answering during the question and answer session, (15) having strong conclusion, and (16) completing presentation within the allotted time.

Meanwhile, according to Finch & Fafinski (2023), Key skills for an effective oral presentation include choosing an appropriate topic and using supplementary materials such as handouts or PowerPoint slides. It also discusses delivery

techniques, such as managing time, overcoming nervousness, and engaging the audience. Mastering these skills is crucial for students to prepare and deliver presentations that effectively communicate their understanding and maintain audience engagement throughout the presentation.

In presentation activities, several skills must be mastered to create impactful presentations. Thorough preparation is certainly one of the factors that influence it. The use of visual aids will make the presentation more interesting and boost confidence. In addition, during the presentation, it is also important to understand the components that need to be applied so that the oral presentation becomes effective.

3. ICT and Self-Confidence in Oral Presentations

The use of ICT (information and communication technology) in the classroom has been shown to have a major impact on students' confidence, particularly when it comes to giving presentations. This study summarizes the main conclusions from a number of studies that investigate the connection between presentation confidence and ICT use. To develop new understanding, they collect, classify,

organize, and evaluate data and facts. Students' capacity to use data and information from several sources and assess the quality of learning resources has improved as a result of ICT-based learning (Fu, 2013).

According to Indrayanti (2021), the use of technology-enhanced students' language proficiency created a meaningful learning environment, encouraged a more student-centered approach, gave them more self-assurance, boosted their drive, and allowed for collaboration among classmates. ICT resources, such as multimedia presentations, can create a dynamic learning environment that enhances student participation and confidence. According to a study, multimedia-based presentations using programs like PowerPoint and Genially increase students' confidence when giving presentations. The use of visual aids and interactive components has proven to create a more supportive environment for students, resulting in better performance in public speaking activities (Indrayanti, 2021).

In addition, teachers who have a better understanding of themselves are more capable and enthusiastic about using computers in school. As a result, although teachers' attitudes towards the use of

ICT have been identified as a major predictor of technology integration, the decline in confidence and self-efficacy in using ICT cannot be remedied (Fu, 2013).

In a language learning situation, if the students have a positive attitude, it is reasonable to predict, assuming other things are equal, that the experience with the language will be enjoyable, and the students will be encouraged to continue. Simply put, a favorable attitude tends to make the experience perceived positively. On the other hand, if the attitude is negative, the experience is likely to be perceived unfavorably. However, teachers and methodologies can be involved in this series of events. If teachers are skilled in language and sensitive to their students' feelings, and their methodology is engaging and informative, this can greatly contribute to the revival of a positive attitude, regardless of whether the students' initial attitude is positive or negative. This is because the language course is artificial. However, this is also a school subject, and most students will initially approach it as just another school subject. Clearly, if the teacher is not knowledgeable, insensitive to students' reactions, and hindered by boring and

unimaginative methodologies, it is impossible for a positive attitude to develop. In such situations, only students with a very positive initial attitude are expected to endure in the program with many intact positive effects (Crookall, 1987).

According to Bandura (1978), success in speaking tasks strengthens individuals' confidence in their skills, creating positive motivation. The oral presentation activities are directly related to the improvement of students' self-efficacy. When students are able to complete their presentations well, they feel confident in their ability to communicate effectively. In addition, success in oral presentations can give students the confidence that they are capable of conveying their ideas well, even in a foreign language.

Živković (2014) also proposes that since oral presentations are one approach to enhance learning of the course information, they are frequently included in college and university courses. Even though employing presentations in the classroom has many benefits, some students may be reluctant to put in extra work, be afraid of public speaking, and act bored when watching other students present if they are not interested in the activity. Oral presentations, however, offer a learning

experience and impact lasting skills that will help students in all academic areas and in their future employment if they are appropriately supervised and structured.

B. Previous Research

In this study, the researcher found several previous studies related to this research; those studies are:

First, the study was conducted by Naelufah et al. (2023), with the title “Students’ Perception of Oral Presentation Assignment Using PowerPoint in English Education Students.” The purpose of this study is to explore English education students' perceptions of PowerPoint-based oral presentations and class assignments. The researchers used qualitative methodologies and purposefully picked a sample of 30 fifth-semester English education students from one of Indonesia's institutions. The research tools include Likert scale questionnaires and interviews. Data is analyzed using theme analysis.

The findings reveal that the majority of students have a good attitude about oral presentations using PowerPoint, which is used as an assignment. Furthermore, the study demonstrated that oral presentations can improve

students' comprehension and recall if the slides only include critical ideas, interesting graphics, or animations rather than full text. This study found that students believe oral presentations utilizing PowerPoint are inefficient owing to external variables such as a lack of internet connectivity and equipment preparation. As a result, the oral presentation assignment utilizing PowerPoint becomes necessary when contemplating learning activities to meet learning objectives.

The similarity between these two studies is that they both investigate English students' perceptions of the use of ICT in oral presentations. The difference is that this study only focuses on one ICT, which is PowerPoint.

The study was conducted by Alobaid (2021), with the title “ICT multimedia learning affordances: role and impact on ESL learners’ writing accuracy development.” This study investigates the impact of YouTube's enhanced text capabilities (customizable font size and color) on ESL students' writing accuracy over five months. The study found that frequent use of these ICT improves students' ability to recognize and rectify language faults, resulting in quantitative increases in writing accuracy. Despite the limited sample size, the study showed a strong association between the use of enhanced captions and increased writing

skills, indicating that these technologies considerably promote ESL learning by leveraging the benefits of multimedia.

The similarity of these studies is that both investigate studies that also found the use of ICT with customizable text features effective in supporting learning. The difference is that this study only discusses the text feature in one ICT, namely YouTube, and does not discuss its application in oral presentations.

Another study was conducted by Kleftodimos & Triantafillidou (2023) with the title “The use of the Video Platform Flipgrid for Practicing Science Oral communication.” Research shows that video technology can significantly improve oral skills, and FlipGrid, a newer video discussion platform, has gained popularity for this purpose. Oral communication and presentation skills are very important for achieving success in various academic and professional fields, especially in the field of science. To develop this skill, students need many opportunities to practice public speaking in their curriculum. This study aims to explore two main aspects: first, reviewing the existing literature on how educators worldwide use FlipGrid, and second, presenting a case study that evaluates FlipGrid as a tool for practicing and assessing oral science

communication. Using a mixed-methods approach with 112 student participants, the findings indicate that although the application of FlipGrid in science is still developing, this tool can effectively support oral communication practices in this field.

The similarity of this research is that both aim to explain the use of ICT to improve oral communication and presentation skills. However, this research only discusses the use of the Flipgrid video platform concerning oral communication assessment and differs from the research conducted by the researcher, which discusses students' perceptions of the use of ICT in general.

The other relevant previous research is “The Use of ICTs to Enhance Students’ Speaking Skills”, written by Naciri (2019). This paper focuses on the use of new technology to improve students' oral performance. It emphasizes the efficacy and beneficial results of utilizing ICT to improve speaking abilities, which are critical in English language learning. The report underlines the importance of ICT in boosting students' speech ability both in and out of the classroom. As a result, teachers must be aware of the benefits of efficient ICT use. As a result, it is vital to explore incorporating ICT-based activities into oral

classrooms, allowing students to learn while also experiencing.

This research has similarities in emphasizing the role of ICT in improving oral communication skills. Additionally, this research also shows positive results and benefits from the use of ICT. However, there is a difference in that this research only focuses on improving speaking skills, whereas the researcher investigates enhancing students' confidence in oral presentations.

Another previous study was written by Rosina Lekawael, Ayuni Abdullah Reniwuryaan, and Hanafi Bilmona (2023) with the title “Students’ Attitude towards Oral Presentation in Virtual Learning at English Education Study Program of Pattimura University.” This study used a survey as the research design, employing questionnaires and interviews to determine the emotional attitudes of students toward oral presentations in virtual learning, particularly in the fifth semester of Pattimura University's English education study program. The study's subjects were fifteen students enrolled in the SLA course.

Virtual oral presentations were viewed favorably by the majority of second language acquisition (SLA) students, according to the questionnaire's results. Twelve students, or 80% of the total, strongly agreed that oral presentations are

more enjoyable and desirable in virtual learning. However, 11 students (73.3%) highly believed that it improved their confidence and decreased their worry. In conclusion, learning English virtually is more useful for their motivation than spoken presentations given in person. They experienced a significant level of speaking anxiety in the in-person class because they were afraid of talking, of failing, and of not being able to talk.

The similarity of this research is that both involve oral presentation activities. However, this research focuses more on virtual oral presentations, where students feel that virtual oral presentations can reduce their speaking anxiety compared to oral presentations conducted in person.

CHAPTER III

RESEARCH METHOD

This chapter is about research method which discussed research design, research participants, research instruments, data collection technique, and analysis technique.

A. Research Design

The methodology used in this research is a qualitative descriptive approach that aligns with the framework and objectives of the study.

One kind of qualitative research design is descriptive research, where the researcher invites one or a group of people to share their experiences about significant events and phenomena in their lives, then retells the story in the form of a description (Rusandi & Muhammad Rusli, 2021). The qualitative approach allows for a deeper study of participant experiences (Creswell & Creswell, 2018).

This research focuses on investigating how students perceive the use of ICT in enhancing students' presentation skills in the classroom. This study employs interview techniques. Through this approach, the researchers aim to collect data from their

experiences to analyze the relationship between their perceptions and their previous experiences.

B. Research Population

The participants in this study were five English education students from Walisongo State Islamic University in the 7th semester of the 2024/2025 academic year. They were selected using purposive sampling, with one participant representing each class (A, B, C, D, and ICP). All participants had completed the ICT-Based language course and had experience with oral presentation activities using ICT in English classes.

Therefore, the researcher only selected five representative participants from each class due to the principle of data saturation in qualitative research (Guest et al., 2006). The results show that despite coming from different classes, the five participants gave similar patterns of answers, reinforcing the finding that their perceptions of ICT use do tend to be homogeneous in this research environment.

The indicator also serves as a tool in selecting participants, who will then be interviewed according to

the process in this research. With the alignment of participant characteristics, it can be ensured that the participants in this study are English language students who meet the needs of this research.

C. Method of Collecting Data

Interviews are a data collection technique conducted by asking several questions aimed at obtaining information about the respondents' experiences. The researcher used a purposive sampling technique to determine the participants, taking representatives from each class. There are five classes (class A, B, C, D, and ICP) for the 7th semester English education department students. Five participants were randomly selected from each class to be interviewed in depth. Then, the researcher contacts the participants via WhatsApp to ask about their willingness to be interviewed. The researcher discussed the research schedule after the participants agreed to be interviewed. The interview process is conducted in person or via Google Meet, with the link sent in the WhatsApp group according to the participants' preferences. The interview technique in this study uses

semi-structured interviews, where respondents have the freedom to answer the questions posed by the researcher.

D. Research Instrument

Instruments are very important in research because they help in the systematic process of collecting relevant data to achieve the study's objectives. Semi-structured interviews were chosen as the type of interview in this study. There are several questions related to students' perceptions and their experiences in using ICT when making oral presentations. The researcher collects data from their experiences to analyze the relationship between their perceptions and their previous experiences.

Table 3.1

Instruments Lattice of Students' Perceptions of The Role of ICT in Enhancing Oral Presentation Skills

Indicators	Items of Instruments
The role of ICT in enhancing oral presentation skills	How do you perceive the role of ICT in improving your oral presentation skills in English classes?
	What types of ICT do you frequently use during your oral presentations?

What differences have you noticed in your presentation performance when using ICT compared to when you present without it?

Do you think ICT makes your presentation more effective? Why or why not?

Are you facing challenges when using ICT for your presentation? If so, can you explain it?

Table 3.2

Instruments Lattice of Students' Perceptions of the Influence of ICT on Their Confidence during Oral Presentation Activities

Indicators	Items of Instruments
Influence of ICT on students' confidence during oral presentation activities	How does using ICT influence your confidence when delivering a presentation in English? How do you handle technical issues during a presentation, and how do these issues affect your confidence?

E. Data Analysis Technique

Data analysis in qualitative research focuses on describing phenomena in detail based on patterns, themes, or categories found in the data. This includes identifying and describing interview transcripts, as well as documentation in conducting the research (H. Brooks et al., 2018). The analysis technique in this study employs interactive strategies such as data reduction, data display, and conclusion (Miles et al., 2014).

The first step in this study's data analysis is data condensation, which includes describing data from interviewees. This involves selecting essential points, focusing on crucial results, and looking for patterns to develop themes. As a result, it will provide a clearer image and make it easier for researchers to collect further data, and data condensation will be repeated if needed.

After the data has been reduced, it is displayed by gathering information and organizing it into the appropriate categories. The goal of data display is to organize and arrange it in a pattern of relationships,

making it easier to grasp. Data display will make it easier to understand what is happening and plan the next steps based on what has been learned (Miles et al., 2014).

The final phase of this research is drawing conclusions. At this point, the researcher describes the data gathering that has been reduced and presented, which is a description of students' perceptions of the usage of ICT to improve oral presentation abilities and confidence. This is to address the problem formulation identified throughout this investigation.

CHAPTER IV

FINDINGS AND DISCUSSIONS

The research results are presented in this chapter. Answers to the research questions are provided using the data that has been collected. The discussion then briefly addresses the research results.

A. Research Findings

The data obtained in this study were collected through direct interviews. The interviewed participants already have experience using ICT in oral presentation activities and have passed the ICT-Based Language course, which aligns with the needs of this research. To obtain this data, the researcher asked several questions based on the research question this research. The study included interviews with five people.

The five participants in the interview were coded as follows:

Table 4.1

Codes of Research Participant

No.	Name	Code
1.	MR	P1
2.	ANN	P2
3.	NN	P3
4.	MAU	P4
5.	BF	P5

1. Perception of the Role of ICT in Enhancing Oral Presentation Skills

Here are the students' perceptions of the role of ICT in improving oral presentation skills. The following data comes from interviews with five English education students who meet the criteria. The researcher divides the discussion into three parts to make it easier to explain these findings: the perception of the role of ICT in oral presentations, the effectiveness of ICT in oral presentations, and the challenges of using ICT. The researcher uses tables in the display data stage after the data have been coded. The purpose is to make it easier for readers to

understand the results of the interview data from the participants. The table is displayed below:

a. Perception of the Role of ICT in Oral Presentations

This section explains the experiences and perceptions regarding the role of ICT in oral presentations. The participants have experience using ICT during oral presentation activities. The following table presents data on students' perceptions of the role of ICT in oral presentation. To facilitate readers' understanding of this coding system, the researcher uses Role (R) to show the role of ICT. Symbol (P) to show participants and their corresponding numbers (1-5), along with the data showing the role answers.

Table 4.2
Codes of Perception of the Role of ICT in Oral Presentations

Participants	Role (R)	Data
P1	Improve learning experiences	... provide examples of the material I have explained

		by showing videos...
P2	Master the presentation material	... makes it easier for me to present material...
P3	creative, engaging, and interactive	... use a smart TV or LCD projector to show the website ...
P4	active participation and teamwork	... supports us in doing something related to our tasks...
P5	participate in discussions and deep thinking	... easily highlight the points...

The researchers found that the participants had a positive response to the use of ICT. All participants agreed that the role of ICT is very helpful in oral presentation activities. The convenience offered by various ICT makes it easier for them to deliver and prepare the material they present. P1 stated that "*... I can provide examples of the material I have explained by showing videos during the presentation...* (P1.P). According to P1, when explaining the material to the audience, he feels helped by ICT such as LCD projectors and PowerPoint. In addition, to facilitate the audience's understanding of the material that has been explained, P1 can easily show examples in the form of videos that relate to the material. P1 said that the Mentimeter is one of his favourite ICTs since it can directly gather students' replies and show them on the screen. Therefore, presentation activities will be more interesting and not boring if that tool is used.

P3.P also says, "*...we want to show a game, just use a smart TV or LCD projector to*

show the website and we can play with the whole class..." P3.P explained that he only needed to display the game he wanted to play through the smart TV, which is one of the conveniences of having a smart TV, allowing the entire audience in the class to participate in the game easily.

Unlike the previous participants, P5.P states, "*...With ICT, we can easily highlight the points we have noted...*" ICT can help him deliver the material by creating important points that are then displayed. During the presentation, sometimes he focuses on the material and the audience, so he only needs to explain the points of the material he has created using the ICT available on the screen.

Participants' opinions on utilizing ICT to facilitate oral presentations are very beneficial. ICT is not limited to smart TVs and LCD projectors; many relevant websites and applications can be used to make presentation skills more engaging and interactive. Oral presentation activities are not always about explaining the entire material. However, it can also be done by adding some games related to

the material to enhance the audience's understanding. In addition, indirect interaction between the presenter and the audience will be established. So that there are no more boring presentation activities, you listen to the speaker.

b. The Effectiveness of ICT in Oral Presentations

The participants' involvement in this research determines their perception of the effectiveness of ICT in oral presentations. In this section, to make it easier for the reader to understand this coding system, the researcher uses the symbol (P) to denote the participant and the corresponding number (1-5), along with instrument items that indicate effective answers with this code (E).

Table 4.3
Codes of Effectiveness of ICT in Oral Presentations

participants	effectiveness	responses
P1	E	“... presentation activities more interesting and engaging...”

P2	E	"... I know which parts I need to show them..."
P3	E	"... pay more attention than just an oral presentation without images..."
P4	E	"... Not just giving a lecturing method..."
P5	E	"... We don't need more energy to explain the material..."

They feel that using ICT is very effective in oral presentation activities. The researchers found that the participants had a positive response to the effectiveness of ICT. Some feel that their presentation activities have become more interesting and engaging. This is because the audience not only listens to the presenter's explanation of the material but also engages in interaction during the oral

presentation. Some of them also find it easier to prepare presentation materials and deliver the material to the audience.

A statement from P1.E supports this: *"...ICT is effective, because presentation activities are more interesting and engaging..."* (P1.E). According to him, when he used one of the tools, the presentation became more interesting and less boring. P3.E also says, *"...They usually pay more attention than just an oral presentation without images..."* (P3.E). He stated that the audience pays more attention when he prepares the material in the days leading up to the presentation, such as using Canva or videos.

P2.E also responded positively to the use of ICT in oral presentation activities. According to her, ICT makes it easier for her to deliver the material: *"... I know which parts I need to show them..."* (P2.E) because she knows which parts she will present and show to the audience. It is different when P2.E does not use ICT; he finds it difficult and confusing to make

the audience understand and provide an overview of the material he has explained.

According to P5's "...*We don't need more energy to explain the material...*", he thinks the material file he presented can be shared again with the audience. So, according to him, ICT is effective. When not using ICT, we need more energy to explain and write the material on the blackboard or print the material, which will cut our time for explaining the material. However, it is different when using ICT; we only need to display the material on the screen and then explain it.

They prefer to use ICT during presentations rather than not using them because many conveniences can help them deliver the material and assist students' understanding of it. They found the lecture method is no longer effective because students tend to get bored and do not pay attention.

c. The Challenges of using ICT

This section describes the challenges faced by participants during oral presentation practice using ICT. In addition to the advantages

of using ICT in oral presentations, there are also disadvantages. To facilitate readers' understanding of this coding system, the researcher uses the symbol (P) to show the participant and their corresponding numbers (1-5), along with instrument items that indicate challenge responses with this code (C).

Table 4.4
Codes of The Challenges of using ICT

Participants	Challenges	Responses
P1	C	"... Their devices were not ready..."
P2	C	"... lack of knowledge about ICT..."
P3	C	"... when the light goes out..."
P4	C	"... I was told to pay for templates..."
P5	C	"... don't have challenges..."

The interview results show that some participants encountered difficulties due to external factors, such as incompatible devices, sudden power outages, and paid ICT features.

The majority of ICT usage indeed requires a good internet connection and adequate devices, as explained by P1.C “...*their devices were not ready...*” (P1.C). According to P1.C, The devices were not compatible with the LCD projector. Additionally, when P1.C used one of the ICT through the online web, network issues or inadequate devices among the students caused them to fall behind with the material that had been explained.

Then, P3.C also revealed the challenges faced when the power goes out. “...*when the light goes out...*” (P3.C). This situation makes it more challenging to distribute the prepared content. Therefore, it is very important to consider technical readiness and the creation of creative concepts so that the learning process can run smoothly despite these challenges. Another challenge is that some of the ICT features are paid, as faced by P5.C “...*I was told to pay for templates (premium)...*” (P5.C). The application provides many templates that can be used for free, but the attractive templates are usually paid.

Therefore, this becomes a challenge for P5 when using ICT.

The challenge faced by participants from internal factors is the lack of knowledge of the use of ICT in oral presentation activities, as expressed by P2.C "*... I have a lack of knowledge about ICT and I don't know how to operate them...*" (P2.C). Therefore, it is important to learn more about the use and function of ICT tools according to our needs. In contrast to the previous participants, P4.C felt no challenges using ICT during oral presentations. "*...I think I don't have challenges because I am already used to using those tools to explain the material in front of the class,*" (P4.C). According to him, P4.C is already accustomed to using those tools. Therefore, technical readiness and user competency development are important factors to support the smooth learning with ICT, so the oral presentation process in class remains effective and engaging.

Considering the various external and internal challenges faced by participants, careful preparation for the possibilities during oral

presentations is necessary so that oral presentation activities are not hampered and the material can still be conveyed to students.

2. The Influence of ICT on Students' Confidence during Oral Presentations

This session discusses two points: perceptions of ICT's influence on self-confidence and technical issues' influence on self-confidence.

a. Perceptions of ICT's Influence on Self-Confidence

The use of ICT during oral presentation activities certainly has advantages and disadvantages. In this session, the students' perceptions of the influence of ICT on students' confidence during oral presentation activities were explained. To facilitate readers' understanding of this coding system, the researcher uses the symbol (P) to show the participant and their corresponding numbers (1-5), along with instrument items that indicate influence responses with this code (I).

Table 4.5

Codes of Influence of ICT on Students' Confidence

Participants	Influence	responses
P1	I	"... I feel more prepared and less anxious..."
P2	I	"... It helps me explain the material..."
P3	I	"...makes me more prepared..."
P4	I	"...there's no need to worry about the audience's understanding of the material anymore..."
P5	I	"... I feel more supported..."

In general, students feel that ICT contributes positively to their confidence, both in terms of preparation, delivery of material, and interaction with the audience. The use of ICT, such as Canva, PowerPoint, or other interactive media, helps students to be more prepared to organise structured and engaging presentation

materials, thereby creating a professional impression and boosting their confidence when speaking in public, as expressed by P1.I, "*...I feel more prepared and less anxious ...*" (P1.I). Researchers also found that students were better able to reduce filler words when explaining the material, "*...so we don't use too many fillers when explaining...*" (P1.I).

In addition, according to P2.I, she feels more confident because ICT helps her explain the material to the audience. "*...it helps me explain the material because the material in Canva is very clear...*" (P2.I). Thus, P2.I feel confident in explaining it in front of the audience. P3 also expresses it. "*...it makes me more prepared for presentations...*" (P3.I). ICT helped P3 be more prepared to deliver presentation materials, indirectly giving her greater confidence. In addition, P3 also feels that her friends pay more attention to presentations that use ICT than to presentations without technological support. This shows that using ICT not only helps presenters prepare the

materials but also increases the audience's attention to the presentation delivered.

According to P4.I, “...so there's no need to worry about the audience's understanding of the material anymore...” (P4.I). The use of ICT is very helpful in explaining presentation material because it provides supporting media, such as videos and audio, which can reinforce the explanation to the audience. With these media, the presenter does not need to talk all the time, allowing them to deliver the material with more confidence. Additionally, P4 feels more at ease because ICT ensures that the audience can understand the material better through visual and audio support.

P5.I also revealed, “...I feel more supported...” (P5.I). P5.I explained that using ICT increases confidence because it makes material delivery feel more supported with the support of technology, such as well-organised presentations or other supporting media, P5.I feel that explaining the material becomes more enjoyable. This makes P5.I more comfortable and confident in delivering information to the

audience, as P5 feels that the use of ICT helps explain the material more clearly and structurally. Thus, using ICT plays an important role in creating a more positive presentation atmosphere and supporting the presenter's confidence.

In addition, ICT is also considered capable of increasing audience participation in the presentation process, making the classroom atmosphere more interactive and dynamic. Overall, the researchers found that the use of ICT not only supports the development of students' self-confidence but also positively impacts the quality of oral presentations in class.

b. Technical Issues' Influence on Self-Confidence.

In the previous section, participants responded positively to the influence of ICT use on their self-confidence; this section discusses the challenges that participants faced and the influence on their self-confidence. To make it easier for the reader to understand this coding system, the researcher uses the symbol (P) to denote the participant and the corresponding

number (1-5), along with instrument items that indicate influence confidence answers with this code (IC).

Table 4.6

Codes of Influence of Technical Issues on Their Confidence.

Participants	Confidence	Responses
P1	IC	"...it makes me panic. Actually, it's not about affecting my confidence..."
P3	IC	"... if suddenly my preparations disappear in an instant, it makes me panic..."
P4	IC	"... doesn't affect my confidence because technical issues are unpredictable..."
P5	IC	"...depending on the level of difficulty of the material I will present..."

The next section is about the influence of technical issues on their confidence. Some

experienced technical issues that affected their confidence during the oral presentation activity. This is following the statement from P1.IC “...*It makes me panic. Actually, it's not about affecting my confidence...*”(P1.IC). P1.IC still emphasized that it did not affect his confidence in delivering the presentation material, but rather the panic caused by concerns about the audience's lack of understanding due to those obstacles. This shows that technical difficulties can create emotional pressure on the presenter, but do not always impact overall confidence. This is in line with P3.IC, “...*but if suddenly my preparations disappear in an instant, it makes me panic...*” (P3.IC).

P5.IC also explained that “...*depending on the level of difficulty of the material I will present...*” (P5.IC). The influence of ICT on his confidence level depends on the difficulty level of the presentation material to be explained. If the material is well mastered, then the absence of ICT does not affect the level of confidence.

In contrast to the previous participants, P4.IC feels that the challenge of technical issues

does not affect confidence. "...*That doesn't affect my confidence because technical issues are unpredictable...*" (P4.IC). According to him, the most important thing is maintaining a professional attitude when facing unexpected situations. P4 emphasized the importance of having alternative methods, such as replacing non-functioning audio with one's voice. This shows that mental readiness and thorough planning play a crucial role in dealing with technical difficulties, allowing the presentation to proceed as intended despite facing obstacles.

Researchers found that ICT play an important role in supporting students' confidence during oral presentations. Technology helps them organize materials more attractively, highlight key points, reduce anxiety, and facilitate better audience understanding. However, technical constraints such as limited access, device disruptions, or lack of technological readiness can become obstacles that affect students' confidence. Flexibility in overcoming these constraints and thorough preparation are key for students to

maintain their confidence during oral presentations.

B. Discussion

Based on the results of this study, the role of using ICT in oral presentation activities is important to explore further. This research focuses on students' perceptions of using ICT to enhance their presentation skills. Oral presentation activities have become a familiar thing for students in higher education. Many lecturers require students to do presentations as part of their assignments (Naelufah et al., 2023). In line with technological advancements, oral presentation activities are supported by using technology-based tools. Information and Communication Technology (ICT), which includes computers, the Internet, and electronic delivery systems, including radios, televisions, and projectors, is widely employed in education (Dr. Manendra Katiyar, 2023).

In this study, it was found that students have a positive response and feel helped by the use of ICT during their oral presentations. Several students have used various ICT during their oral presentation activities, such as Canva, Mentimeter, LCD projectors, PowerPoint,

Quizizz, videos, and others. Some students feel helped by the ease of delivering presentation material by showing videos or images related to the material during the presentation. This is consistent with previous research, which found that using technology to show various media types, including text, images, graphics, drawings, sound, videos, and animations, improves comprehension and remembering (Alobaid, 2021). On the contrary, a study by Dinora Sodiqova (2023) states that the effectiveness of an oral presentation depends on the organization and design of the presentation.

For that reason, the use of ICT supports presenters to be more creative in delivering presentation materials so that the audience not only sees and listens to presentation materials filled with text but also interspersed with interactive and creative videos or slides to attract more attention and understanding from the audience. Similar to the findings in the research conducted by Naelufah et al. (2023), oral presentations can enhance students' understanding and retention if the slides only contain key points, engaging images, or animations, not full text.

In addition to facilitating the audience's understanding of the presented material, using ICT also makes oral presentations more interactive. Consistent with

the previous studies, ICT makes learning more fun and engaging, which increases student engagement (Anastasopoulou et al., 2024). In this study, it was found that Participants conveyed that tools like PowerPoint, Canva, and Mentimeter help simplify the material preparation process, allowing them to present ideas more effectively and creatively. One participant used Mentimeter in their presentation, which can collect audience responses in real-time and display them in front of the class, making the oral presentation feel different and more interactive due to the interaction with the audience. With ICT, educators and learners may create dynamic, multisensory spaces with virtually limitless teaching and learning possibilities (Dr. Manendra Katiyar, 2023).

ICT significantly enhances the effectiveness of oral presentations by making them more engaging and interactive. Several participants highlighted the advantages of using ICT in oral presentations, including creating key points for the presentation material. Creating key points of the presentation material can improve critical thinking skills. This means that students truly understand the material they will present, rather than just copying and pasting it onto slides. This is in line with research by Anastasopoulou et al. (2024), which shows that ICT has

completely changed how students and teachers access material in the classroom, offering them unique chances to improve their knowledge and abilities.

Although the benefits of ICT are clear, this study also identifies the challenges faced by students when using ICT in oral presentation activities. The challenges faced by the participants were both technical and non-technical. Some participants experienced technical challenges such as weak internet connections, incompatible devices, power outages, and premium features on ICT applications or websites. According to Anastasopoulou et al. (2024), addressing issues like the digital divide and ensuring that technology is available to everyone are crucial as we continue to utilize ICT in education. Thus, fair and innovative education will be achieved because ICT plays an important role in promoting equitable education and ensuring that all learners have the opportunity to reach their full potential.

Then, the non-technical challenges, such as a lack of knowledge about ICT. This study found that some participants realized the importance of learning more about ICT before using it. This is in line with research by (Melnik, 2019), students, especially foreign language students, need to understand technology to learn oral

presentation skills. Without this, students cannot use the language effectively to interact with the audience appropriately. It is supported by Anastasopoulou et al. (2024), who found that teachers should understand how to integrate ICT into classroom activities from a student-centered perspective to support student learning, and to how to use technology to improve traditional instruction or boost productivity.

In addition, several participants also encountered obstacles with the premium features of one of the tools, Canva. This raises concerns about the accessibility and affordability of advanced ICT for students. So they have to think of solutions to overcome the obstacles they are experiencing. According to Anastasopoulou et al. (2024), we can build a more equitable and inclusive educational ecosystem where all students have the tools and assistance they require to thrive by embracing technology as a change agent.

Next, these findings also highlight the influence of ICT on students' confidence during oral presentation activities. These ICT, including Canva, PowerPoint, and other interactive media, are considered tools that help improve their preparation, delivery, and interaction with the audience. Some participants have a positive influence

from ICT. They feel their confidence has increased by using ICT during oral presentation activities. Based on previous studies by Ngadiran et al. (2024), presenters can enhance their content and delivery by using technology to gather valuable data on audience involvement during oral presentations so that the content will be well-structured and engaging. This preparation instills a sense of readiness and professionalism, boosting their confidence. The application of ICT also helps students convey information or material more clearly, thereby reducing cognitive load during delivery.

In addition, participants also emphasized that the use of ICT reduces reliance on filler words, as students can use ICT to guide their explanations. Based on research conducted by Naelufah et al. (2023), using PowerPoint in oral presentations is a crucial educational tool that aids students in using the media and improving their speaking abilities. The improvement in fluency in delivering material not only enhances the quality of their presentation but also boosts their confidence in presenting in front of an audience. This is in line with previous research by Indrayanti (2021), which revealed that, however, because of its engaging qualities, the media can be viewed as a

tactic in speaking classes to assist students in giving better oral presentations.

Some problems encountered by students often cause stress and, in some cases, reduce students' confidence. Issues include students being unable to access the website, using premium features of several applications, or other technical problems. However, many students demonstrate adaptability by preparing alternative methods or seeking guidance from peers or educators to overcome the issues they encounter during oral presentation activities. This aligns with one of the participants, who stated that technical difficulties do not affect his confidence, because he already has backup methods to address potential issues that may arise during the oral presentation activity. Therefore, to ensure that the oral presentation activities run smoothly despite technical difficulties, students must maintain a professional attitude by preparing alternative plans to address possible occurrences. So that the learning objectives will still be achieved as intended. This follows the findings in a study conducted by Indrayanti (2021), which showed that online media presentations generally does not significantly affect their level of self-confidence.

The implications of this research, in ICT and presentation skills, include the development of ICT usage in the learning process. These findings provide a foundation for developing the use of ICT in the classroom, specifically to train teachers and students to become proficient in using ICT for oral presentations. So that it can reduce the challenges often faced when using ICT. Moreover, integrating ICT meets urgent academic needs and prepares students for professional contexts, equipping them with essential skills for lifelong learning. By combining technical training, adaptive skills, and a focus on building confidence, institutions can nurture students who are proficient in using ICT and capable of delivering impactful oral presentations. This approach ensures that students are prepared to meet the demands of modern education and future professional challenges.

CHAPTER V

CONCLUSION AND SUGGESTION

This section explains the conclusions of this research. In addition, researchers also provide suggestions related to the findings of this research.

A. Conclusion

Based on the research and discussion results, English education students believe that ICT is very important in improving their oral presentation skills and confidence. The integration of ICT in oral presentation activities and confidence provides a learning experience that encourages engagement and critical thinking skills. The role of ICT in the learning experience is a supportive tool that enables them to develop their presentation skills more effectively. Additionally, the use of ICT encourages students to engage in interactive learning, which enables them to present ideas clearly and confidently.

ICT is applied in oral presentations using a variety of instruments and strategies that improve students' communication skills. Students employ a variety of strategies and resources, such as interactive apps, digital learning platforms, and multimedia presentations. These resources are crucial for helping students prepare

presentations, increasing their self-assurance, and enhancing the learning experience. Additionally, students can adjust to varied presenting styles and audience needs by using a variety of ICT, including PowerPoint, Canva, and Mentimeter.

Technology and accessibility enable students to learn independently and receive immediate feedback, which meaningfully contributes to their overall development. In addition, the integration of ICT improves learning methods and gives students the flexibility to understand and effectively show their work. The ease of access to the Internet also enables students to increase their knowledge and develop their business skills using technology.

In addition, external factors such as the school's environment, peer collaboration, and technological infrastructure influence students' ability to integrate ICT into their presentations. Providing training on ICT usage encourages students to use these tools as efficiently as possible while working together on the topic and creates a supportive learning environment that increases their self-confidence. In addition, the use of ICT in classroom activities and assessments by teachers encourages students to be comfortable with technology during their learning process.

Therefore, ICT serve as a crucial component in enhancing students' presentation skills, boosting their self-confidence, and creating interactive learning experiences. By integrating ICT into presentation activities, students can develop their communication skills, improve their critical thinking, and adapt to the learning environments.

B. Limitation

In this study, the researchers have several limitations, particularly in data validation and in the short term. One of the limitations in this study is that the data validation process relies on participant interviews without additional triangulation methods such as member checking, which can affect the strength of the findings. In addition, data collection was carried out relatively short, limiting the opportunity to observe changes in students' perceptions in the long term. Thus, this study's results more accurately reflect students' experiences and perceptions when the data were collected.

C. Suggestion

Although this study was conducted with a limited number of participants and in a short period, the researchers are trying to provide useful information regarding the use of ICT in oral presentation activities. It is hoped that the

findings of this research will become valuable knowledge for educators in improving their effectiveness of teaching and learning activities, especially in terms of using ICT in oral presentations. In addition, this research can contribute to the findings produced, which are expected to become an important reference for future researchers in designing their studies. It is also recommended that future researchers provide arguments about the development of ICT usage in oral presentations. Besides, students who have different backgrounds and experiences in using ICT.

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APPENDIX

A. Appendix 1 – Interview Question

1. Background Information

- a. Please state your name and age!
- b. Could you share a bit about your experience using ICT during oral presentations in English class?

2. Main Interview Question

a. Perception of the role of ICT in Enhancing Oral Presentation skills

- a. How do you perceive the role of ICT in improving your oral presentation skills in English classes?
- b. What types of ICT do you frequently use during your oral presentations?
- c. What differences have you noticed in your presentation performance when using ICT compared to when you present without them?
- d. Do you think ICT make your presentation more effective? Why or why not?
- e. Are you facing challenges when using ICT for your presentation? If so, can you explain it?

b. ICT influence students' confidence during oral presentations in English class

- a. How does using ICT influence your confidence when delivering a presentation in English?
- b. How do you handle technical issues during a presentation, and how do these issues affect your confidence?

3. Suggestions and Reflections

- a. What advice would you give to other students or instructors regarding the use of ICT in oral presentations?
- b. Are there any specific tools or technologies that you find most useful for your presentation? Can you explain why?

B. Appendix 2 – Transcript of Interview

Transcript of Interview with Participants 1 (P1)

Date : Wednesday, 27th November 2024
Time : 19:14 – 19:40
Activity : Interview with P1 of Students English Language Education
Interviewee : Students English Language Education 1
Interviewer : Khoirun Nisa' Riani
Location : Gmeet
Note :
A : Nisa
B : P1

A : “How do you perceive the role of ICT in improving your oral presentation skills in English classes?”

B : “Very helpful because ICT facilitate and make it easier for us to make presentations. The use of projectors and ppt as an example of ICT helps me in delivering material to the audience, besides that I can also provide examples of material that I have explained by showing videos during the presentation.”

A : “What types of ICT do you frequently use during your oral presentations?”

B : “I will explain about my favourite tools is mentimeter. You know that mentimeter can gather response from students, so you can see what students perceive what you explain on the screen. So, if I explain maybe like what do you think about that picture? So the students can answer it on their phone on the mentimeter, so you can see how they responses from your explanation on your material. it can be more engaging presentation than just a boring power point presentation.”

A : “What differences have you noticed in your presentation performance when using ICT compared to when you present without them?”

B : “When I used ICT it will be more interesting and engaging for the audiens and its helps me to explain about my materials and if I did not used ICT is like lecturing method, just one way interactions. Students only listen what I say, so there is no interactions patterns.”

A : “Do you think ICT make your presentation more effective? Why or why not?”

B : “Yes, off course. For example, When I used mentimeter its more interested because they can give the responses and asking a question and then see the responses in the screen so they seems more interested when I used mentimeter in the class. And also, if we want to explain the materials through presentation tools we must organizing the materials and then we must find the key points from the materials. And then it will train us to scanning the most important things from the materials so it will improve my skill to thinking critically about the materials. Not just a copy and paste the materials.”

A : “Are you facing challenges when using ICT for your presentation? If so, can you explain it?”

B : “I have challenges when using ICT like the devices not compatible with the projector. And then if I used mentimeter some students can’t enter into my mentimeter because they connectivity or they devices is not ready. So they enter it quickly and then miss some materials.”

A : “How does using ICT influence your confidence when delivering a presentation in English?”

B : “I feel more prepared and less anxious when I used ICT in my presentation. Yeah, if we present without bringing anything, it looks like we're not ready at all. We also know what

material we will explain next, so we don't use too many fillers when explaining. Plus, there's no need to open too many pages.”

A : “How do you handle technical issues during a presentation, and how do these issues affect your confidence?”

B : “In my experience, there are some students who cannot access the website I use, and honestly, it makes me panic. Actually, it's not about affecting my confidence, but because the students missed some slides of the material, it didn't affect my confidence, just made me panic.”

A : “What advice would you give to other students or instructors regarding the use of ICT in oral presentations?”

B : “The first one is make sure your connectivity, your internet and your devices is ready. Of course for the audience is just don't copy paste the material. Please make it more engaging and interesting on the screen. And make it in the key point, don't copy full of paragraph and then insert it into powerpoint is just not very good.”

A : “Are there any specific tools or technologies that you find most useful for your presentation? Can you explain why?”

B : “I will say mentimeter because the presentation activity is more interactive and students can share they answer or argument directly on the screen.”

Transcript of Interview with Participants 2 (P2)

Date : Wednesday, 27th November 2024
Time : 19:47 – 20:05
Activity : Interview with P2 of Students English Language Education
Interviewee : Students English Language Education 2
Interviewer : Khoirun Nisa' Riani
Location : Gmeet
Note :
A : Nisa
B : P2

A : “How do you perceive the role of ICT in improving your oral presentation skills in English classes?”

B : “I think the role of ICT in oral presentations makes it easier for me to present material to the audience. I have Canva and Canva has many tools like images, so that's why Canva helps me create PPTs and that's why it makes it easier for me to present the material.”

A : “What types of ICT do you frequently use during your oral presentations?”

B : “I often use Canva to create presentations because Canva is easier than other websites or applications, and Canva is already very familiar to us. I learned about Canva when I was in middle school, when my teacher taught me how to use Canva, so that's why I often use Canva. Also, Canva provides many templates for creating PowerPoint presentations. So, this makes it easier for me to convey information to the audience.”

A : “What differences have you noticed in your presentation performance when using ICT compared to when you present without them?”

B : “Because it makes it easier for me to present my material. For example, when I use Canva, I know which parts I need to show them and I have many tools to demonstrate it. And I think it's more engaging because Canva has many templates and images. But, when I don't use ICT, I don't know how to make the audience visualize my material. Although I spend more time preparing for it, sometimes it's just too funny to do.”

A : “Do you think ICT make your presentation more effective? Why or why not?”

B : “Definitely more effective when I present. Sometimes canva already have the material that I use. The example is next meeting I want to explain about simple present tense, then when I check this out in canva. Canva already have the material about simple present tense, so it's make me more effective and I don't need to spent my time to make the powerpoint.”

A : “Are you facing challenges when using ICT for your presentation? If so, can you explain it?”

B : “Sometimes ICT require payment and sometimes I lack knowledge about ICT, I don't know how to use them and I don't know how to operate them, and that's why I need to learn more about ICT.”

A : “How does using ICT influence your confidence when delivering a presentation in English?”

B : “It definitely makes me more confident because when I use ICT, it can improve my English skills. And it helps me explain the material because the material in Canva is very clear. That's why I am confident to deliver it in front of the audience.”

A : “How do you handle technical issues during a presentation, and how do these issues affect your confidence?”

B : “Sometimes I need to spend money to unlock the premium section and I need to buy it first, but when I don't have time to

unlock the premium section, I need to ask my friends for help like "can you help me with this template?" or "can you lend me your account?" or if I can't unlock it, I need to open YouTube to find out how to use this template or tool."

A : "What advice would you give to other students or instructors regarding the use of ICT in oral presentations?"

B : "I think they need to learn more how to do ICT tools because sometimes when we don't control the ICT it becomes more worst sometimes the use of it like they don't use it like we used this ICT that's why we need to advise them to do it more carefully."

A : "Are there any specific tools or technologies that you find most useful for your presentation? Can you explain why?"

B : "sometimes I used the games like wordwall, quizziz, bamboozle, and social media like youtube and then I show them through tiktok video and besides canva I usually use flipbook or ebook."

Transcript of Interview with Participants 3 (P3)

Date : Thursday, 28th November 2024
Time : 13:39 – 14.00
Activity : Interview with P3 of Students English Language Education
Interviewee : Students English Language Education 3
Interviewer : Khoirun Nisa' Riani
Location : Amcor
Note :
A : Nisa
B : P3

A : “How do you perceive the role of ICT in improving your oral presentation skills in English classes?”

B : “In my opinion the use of ICT in English classroom is really helpful because especially I’m an English education students so when I was ask to do teaching practice and we want to show a game or something then we use smart tv or LCD projector to show the website and then we can play with the hole class. And if when we want to do a presentation to showing a material then we just play it in the smart tv then the rest of classroom just need to look at the screen.”

A : “What types of ICT do you frequently use during your oral presentations?”

B : “I usually use ICT in my classroom, such as the smart TV that we usually use. I mean, we often use it. Sometimes I use PowerPoint, websites, display YouTube videos or websites to show journal articles. Then, mostly I use a laptop, PowerPoint, websites for games, Canva, and of course, a smart TV. I don't know why I prefer using those ICT tools, I think it's because most of my friends use them and I find them easier to use, rather than choosing new tools. But I'm looking for something new again, for example, like they give me "this is a new website for

you, you can use this." Then I can try using it, but mostly I have my own preferences.

A : "What differences have you noticed in your presentation performance when using ICT compared to when you present without them?"

B : "Based on my experience, when the lecturer ask to only make something in just ten or twenty minute in the class like and in prompt to task, then we just prepared it with our book just write it down and it usually when I see my friends they more interested when we used something that we prepared the day before like by using canva or videos they usually pay more attention do that because maybe it's more interesting also when I was watching my friends doing a presentation with or without, I prefer them with the ICT because it's more interesting.

A : "Do you think ICT make your presentation more effective? Why or why not?"

B : "yes, because they be engage more in my presentation. Especially when we use funny animations or attention-grabbing animations or videos, they usually pay more attention compared to just the lecturer or just an oral presentation without other images."

A : "Are you facing challenges when using ICT for your presentation? If so, can you explain it?"

B : "Maybe the challenges only in the devices if I don't find an appropriate devices for using that or maybe when the light goes out like when I have prepared the material that I need to show them on the screen but suddenly the light goes out so I cannot show that to my friends and also I need more time to prepared and I need to become more creative

A : “How does using ICT influence your confidence when delivering a presentation in English?”

B : “Maybe yes, but only a little because when I use ICT, it makes me more prepared for presentations. And I think my friends pay more attention to the presentation when I use ICT.”

A : “How do you handle technical issues during a presentation, and how do these issues affect your confidence?”

B : “This affects my confidence because, after all, if I encounter technical problems, I have already prepared for them beforehand, but if suddenly my preparations disappear in an instant, it makes me panic. Maybe my way of dealing with it is to ask my professor if they want me to continue presenting the material but only send it to my friend or just deliver it orally without displaying it on the screen. Just like that.”

A : “What advice would you give to other students or instructors regarding the use of ICT in oral presentations?”

B : “first, u need to become well prepared and check all the devices u have, make sure that nothing is going to go wrong.”

A : “Are there any specific tools or technologies that you find most useful for your presentation? Can you explain why?”

B : “I think smart tv is good because it can show us our screen and then we can also write on it or whiteboard.”

Transcript of Interview with Participants 4 (P4)

Date : Thursday, 28th November 2024
Time : 14:57 – 15:17
Activity : Interview with P4 of Students English Language Education
Interviewee : Students English Language Education 4
Interviewer : Khoirun Nisa' Riani
Location : Amcor
Note :
A : Nisa
B : P4

A : “How do you perceive the role of ICT in improving your oral presentation skills in English classes?”

B : “ICT supports us in do something related to our tasks. because this is related to media, and it can also be instant because we, as Gen Z, must be proficient in using this media to support our tasks. When I was in my fifth semester, I used ICT because there was material I had to present, and I usually used PPT, Canva, or something similar to explain my assignments.”

A : “What types of ICT do you frequently use during your oral presentations?”

B : “I usually use PowerPoint and Canva because I think they are easier to use than other tools. And also, my friends usually use them, so they are very common for us.”

A : “What differences have you noticed in your presentation performance when using ICT compared to when you present without them?”

B : “When I use ICT, my explanations become more engaging, because when I use ICT, it is more interesting than without ICT. Not just giving lectures because it makes the presentation activity feel boring.”

A : “Do you think ICT make your presentation more effective? Why or why not?”

B : “I think this is effective because it is easier when we want to convey the material and maybe we want to use audio or video in our oral presentation.”

A : “Are you facing challenges when using ICT for your presentation? If so, can you explain it?”

B : “I think I don’t have challenges, because I am already used to using those tools to explain the material in front of the class.”

A : “How does using ICT influence your confidence when delivering a presentation in English?”

B : “Yes, of course, because there are media that help us explain the material. We don't talk the whole time, so just be confident because there are video or audio interludes that can strengthen our explanation to the audience, so there's no need to worry about the audience's understanding of the material anymore.”

A : “How do you handle technical issues during a presentation, and how do these issues affect your confidence?”

B : “That doesn't affect my confidence because technical issues are unpredictable, so we just need a professional attitude in what we do. For example, when the audio doesn't work or is off, we need to have a backup or prepare another plan, such as explaining using our voice or practicing with a video.”

A : “What advice would you give to other students or instructors regarding the use of ICT in oral presentations?”

B : “you need to learn more about the ICT that you want to used on your oral presentation.”

A : “Are there any specific tools or technologies that you find most useful for your presentation? Can you explain why?”

B : “canva because put video or audio easily and also you can use in online or offline.”

Transcript of Interview with Participants 5 (P5)

Date : Saturday, 30th November, 2024
Time : 12:23 - 12:43
Activity : Interview with P5 of Students English Language Education
Interviewee : Students English Language Education 5
Interviewer : Khoirun Nisa' Riani
Location : Amcor
Note :
A : Nisa
B : P5

A : “How do you perceive the role of ICT in improving your oral presentation skills in English classes?”

B : “The role of ICT is very helpful because sometimes during presentations, we focus on the material and the audience. With ICT, we can easily highlight the points we have noted, so that the audience can see them on the screen. So we just need to reiterate them. In my opinion, as a student, ICT is very important and necessary in this modern era, but sometimes we also need to prepare conceptual methods, such as providing paper, to minimize other shortcomings.”

A : “What types of ICT do you frequently use during your oral presentations?”

B : “I often use Canva, PowerPoint, and YouTube, because even though they are not paid, Canva already provides many things, and also PowerPoint which is interesting to display, and sometimes there are already materials provided by Canva, for example, if we want to present about tenses, it's already there. So we don't have to work twice. So why YouTube? Because we also need examples, since not all professors teach us the experience of how to deliver material as education students.

Well, if we watch on YouTube, it can provide direct examples of how to deliver properly and correctly.

A : “What differences have you noticed in your presentation performance when using ICT compared to when you present without them?”

B : “When I don't use ICT, we need more energy to explain the material, such as writing the material on the whiteboard or printing the material, which takes more time to present. But, if we use ICT, we only need to display the material on the screen.”

A : “Do you think ICT make your presentation more effective? Why or why not?”

B : “Off course it's more effective, because i think my message was conveyed more effectively because we could share the material with the audience, even though we had already explained it. I think this is more effective.”

A : “Are you facing challenges when using ICT for your presentation? If so, can you explain it?”

B : “of course, I have some challenges when I use ICT. Like when I used canva, there are many templates on canva. But, when I wanted to choose an interesting template, I was told to pay (premium).”

A : “How does using ICT influence your confidence when delivering a presentation in English?”

B : “Yes, it makes me more confident because I feel more supported, so explaining the material feels more enjoyable.”

A : “How do you handle technical issues during a presentation, and how do these issues affect your confidence?”

B : “When I have a technical issues, I will ask my friend to help me for example to get the premium access, I will ask my friend

to join the account together with me. Sometimes yes, sometimes no, depending on the level of difficulty of the material I will present. If I have already mastered the material without ICT, it might not have a significant impact on my confidence. However, if the material is complicated, it affects my confidence.”

A : “What advice would you give to other students or instructors regarding the use of ICT in oral presentations?”

B : “My suggestion is to better prepare the ICT you want to use, even if they are paid, as they will definitely be useful later.”

A : “Are there any specific tools or technologies that you find most useful for your presentation? Can you explain why?”

B : “when you have difficulties you can search in perplexity, but if you want to show some material that has complicated concept and you need some picture you may used canva.”

CURRICULUM VITAE

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