

SUPPORTING STUDENT ORAL PRESENTATIONS IN HIGHER EDUCATION THROUGH TEACHER FEEDBACK

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Abstract

Using various feedbacks for encouraging student oral presentations performance seems to be effective in motivating students to learn in higher education institution. This study examines feedback processes given by the teacher while monitoring students' oral presentation performance using an open and closed-ended question in interview. This narrative inquiry offers the analysis of personal stories from the teachers themselves. Results demonstrate that teacher feedback really support student oral presentation performance. The teachers commented both oral and written on student oral presentations. It showed that through oral feedback, the teachers focused on commenting about content, voice, and eye contact. Whereas, in written feedback, the teacher focused on commenting students visual aids like their PowerPoint slide design.

Keywords: feedback; higher education; oral presentation; teacher feedback

Abstrak

Menggunakan berbagai jenis umpan balik untuk mendorong kinerja presentasi lisan siswa dinilai efektif dalam memotivasi siswa dalam belajar khususnya di lembaga pendidikan tinggi. Penelitian ini menguji proses umpan balik yang diberikan oleh guru sekaligus memantau kinerja presentasi lisan siswa dengan menggunakan interview dalam bentuk pertanyaan terbuka dan tertutup. Penyelidikan naratif ini menawarkan analisis dari cerita pribadi guru sebagai partisipan penelitian. Hasil penelitian menunjukkan bahwa umpan balik yang diberikan guru sangat mendukung penampilan siswa selama presentasi lisan. Guru memberikan komentar kepada siswa dalam presentasi lisan mereka, baik secara lisan maupun tertulis. Hal ini menunjukkan bahwa dalam pemberian umpan balik secara lisan, guru berfokus pada konten, penggunaan suara, dan kontak mata dengan pendengar. Sedangkan, dalam pemberian umpan balik secara tertulis, guru lebih fokus mengomentari tentang alat bantu visual yang digunakan siswa seperti desain slide PowerPoint.

Kata kunci: pendidikan tinggi; presentasi lisan; umpan balik; umpan balik guru

1. INTRODUCTION

Knowing the learning objectives and the current performance related to the objectives are important in improving students learning (van den Bergh et al., 2014). Instruction is needed in order to improve their work or their understanding. The learning objectives are formulated by standards and it can be seen from the feedback given by the teacher. In this present study, feedback refers to "specific information about the comparison between a student's observed performance and a standard, given with the intent to improve the student's performance" (van den Bergh et al., 2014). One of the teacher roles in the classroom is giving feedback to the students. It is aimed to provide opportunities and challenges for meaningful interaction. Meanwhile, giving feedback to the students purposefully provides students with positive evidence; correct language modeling, negative evidence; teacher feedback indicating the student made a language mistake, for example resulting in a communication breakdown), and both types of evidence together (Cheatham et al., 2015). Teacher feedback is defined as information that describes a student's performance in a given activity provided by the teacher. It is aimed at guiding students to make improvements in the same or related activity (Xu et al., 2021).

The ability to present information effectively is one of the core competences for higher educated professional (van Ginkel et al., 2017a; van Ginkel et al., 2017b; Xu et al., 2021). Higher education curricula are challenged to address the components of presenting, namely cognitive, behavioural and affective components. In higher education context, these components are important for effective performance of graduates in various working environments. However, graduates often lack the competence required in speaking into the public (Grieve et al., 2021). It is caused by a specific social anxiety derived from the real or anticipated enactment of an oral presentation. Public speaking and oral presentations are the examples of generic or personal transferable skills that may enhance employability (Grieve et al., 2021).

Moreover, oral presentation is the essential skill for employability and academic study because leading the students to enter into debate and sustained reasoning. The students can participate fully in their learning, demonstrate their ability to communicate, and help them prepare for their future work (Xu et al., 2021). Xu et al. also adds that while giving feedback on oral presentation, it should be based on the assessment rubric, which includes content related to criteria, such as quality of introduction, structure, and conclusion, and delivery-related criteria, such as eye contact, body language, and interaction with audience. A study conducted by Wang et al., 2017 explored a case study of Chinese EFL teacher's feedback on students' oral presentations. They found the teacher gave comments mainly on pronunciation, content, logical thinking, and focused on PowerPoint design, but ignored such aspects as eye contact and vocal delivery. They also found that the teacher used the 'praise-criticism-suggestion' pattern to give comment on the students' oral presentation. Although this study only interviewed single teacher and seemed to have lacked the analysis

Received 27 04 2022, Accepted 28 07 2022

Published By: Haqi Publishing Service. This An Open Journal System

of the students' performance and corresponding teacher feedback, it explored the specific aspects that teacher feedback of oral presentations focused on.

In many higher-education institutions, oral presentation tasks are designed to develop students' competence and use their ability in using their language. However, we know little about the way the teachers give feedback on their students' oral presentation. This present paper will explore the experience English teacher in Indonesian higher education institution in giving feedback on their students' oral presentations.

2. METHODS

In This study used a narrative inquiry design and used purposive sampling technique in selecting the participants. The participants are three experienced English teachers in English Education Study Program in higher education Institution in West Sumatra, Indonesia. The three participants had more than 10 years of teaching of Seminar in Language Teaching subject. During an open and closed-ended question in interview, the researcher explored their experiences in giving feedback by commenting on student oral presentations. The interview results were analyzed using interactive analysis technique

3. RESULTS AND DISCUSSION

From the result of interview, the three teachers used both face to face oral feedback and written feedback on commenting their students' oral performance. The teachers were also used rubric in doing assessment. It is in line with (Xu et al., 2021) idea that the teacher should use assessment rubric. The three instructors shared that they used almost the same indications found on the rubric; however, the majority of their attention was directed toward the student's content, voice, and eye contact, and they provided commentary on their oral evaluation. They mentioned that the content had a clear introduction, that it presented the divisions of the body of the presentation in a coherent manner, and that it also had clear observations for the conclusion. To successfully capture one's audience's attention, voice is extremely important. They cautioned the children against speaking in a monotone tone at any time. The lecturers demonstrated, with the help of examples and instruction for the students, how to keep the attention of the audience by using fluid speech and varying the tone of their voices. After that, the instructor highlighted how important it is for pupils to maintain direct eye contact while speaking in order to keep the attention of the entire audience.

On the other hand, the teachers gave the students written feedback in which they discussed the organization of the visual aids that the students had developed. The vast majority of the students who presented their information did so through the use of slides from Power Point (PPT). Before making their presentation, the students had reportedly compiled all of

the necessary PowerPoint slide materials, as instructed by the three lecturers. Teacher A emphasized that the students need to begin developing slides in styles that are more suitable to satisfy the requirements of the audience as well as the one-of-a-kind nature of the topic that is being delivered. After then, Instructor C suggested to the students that they would benefit from utilizing posters as a different kind of visual help. She claimed that there was a marked reduction in the amount of tension involved in comparison to a usual scientific presentation. The instructor was able to notice the students' improvement in their learning after offering feedback on the performances of the students in their oral presentations. In particular, the teacher was able to observe the students' growth in their oral presentation skills.

Although the present study deals with the teachers' feedback to support students' oral performance, the finding of previous studies indicated the same idea. (Wang et al., 2017) agreed that the teacher give feedback to the students by using both, oral and written feedback. On oral presentation, mostly the teacher was commenting on content. Then, a study conducted by (Cheatham et al., 2015) noted that teacher feedback is an intentional teaching strategy to support oral language skills for both English and children's native language.

4. CONCLUSION

Providing students with feedback on their oral presentations requires following a multistep process that combines both cognitive and motivational processes. This shouldn't come as much of a surprise to anyone, but it's worth pointing out anyway. Due to the fact that the number of participants who can take part in the study in such a short length of time is limited, this research endeavor will require the participation of individuals hailing from a variety of diverse groups. However, there is an immediate need for more research into the possible benefits of implementing feedback on the oral performance of students. This research should be conducted as soon as possible. It is important to get started on this investigation at the earliest opportunity. In the future, the topic of the investigation ought to be expanded to include additional research on the influence of feedback on the oral presentations delivered by students.

5. ACKNOWLEDGMENTS

Our heartfelt gratitude goes out to the instructor who participated in the study. We would also want to express our appreciation to the anonymous referees for their insightful remarks, which helped to strengthen our paper and make it more clear.

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