# Improvement of presentation performance through feedback

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**Abstract -** Presentation is a type of public speaking which requires special skills besides language competency. Presentation skill in English is a lesson or subject which can be found in some educational institutions in Indonesia. Besides presentation, public speaking can be in a form of speech, debate, and meeting. A speaker will face more than one or two people or even hundreds or thousands of people in public speaking. While in ordinary conversation, the speakers and the listener called interlocutors are limited to only a few people. Presentation class is meant to improve the students' performance in English public speaking. Feedback is usually given after a presentation activity is completed. In this case, the students who were being trained would be given feedback by the trainer namely the teacher. Feedback is given thoroughly on the language, content, and method of presentation. Research on feedback or assessment on oral presentation is under-explored. The present research is proof supported with empirical data which suggests that the role of feedback is important and statistically assessed as significant in making the later performance better. The main factor that determines the quality of a presentation is language skill. However, there are other aspects that are quite decisive such as the material or topic of the presentation and the presentation method.

**Keywords:** English**,** feedback, presentation skill, language skill, public speaking

## 1. Introduction

Presentation skill is a type of public speaking skill besides speech, debates, and meetings. It is unavoidable that a speaker will face more than one or two people or even hundreds or thousands of people in public speaking. While in an ordinary conversation, a speaker or a listener will be limited to face only a few people. Besides, in public speaking, a speaker can express his or her opinion long enough; he or she has an opportunity to talk in dozens or hundreds of sentences. In a conversation, a speaker can only utter a few sentences because the conversation can be responded to or even interrupted by other persons directly. For that, the ability to speak in public, especially in a presentation, has its competence, which is different from the ability to speak in a conversation.

There are some ways to improve the speaking skills of the students. Karsudianto (2020, cf. Agustina, 2019; Tuzlukova & Heckadon, 2020) suggested using mingling games to improve the students' motivation and self-confidence. Sun et al (2017) proposes the use of social networking to improve English-speaking skills. While Boonkit (2010) has found that d listening to music, watching movies, and frequent practice of listening and speaking skills from multimedia websites can improve speaking skills. However, all of the efforts on improving the speaking skills involve giving feedback to the students. There are two kinds of feedback that a teacher can give to students: oral and written feedback. While oral feedback is given during a task in the classroom, written feedback is given afterward (NSW, 2020). In its implementation on language classes, this feedback is often overlapping with the so-called 'error correction'. Whether feedback is interchangeable with error correction or it is part of error correction or the other way around, further discussion should be made.

In another instance, Gaudreau (2020) mentions 9 Types of Feedback to Boost Student Engagement. Those are Appreciation, Payback, Links to resources, Questions, Providing next steps, Providing guidance, Sharing personal experiences, Facilitators connecting learners, Providing encouragement. While CIRT (2020) suggests that feedback sends a message to the students that the instructor cares about the learning taking place and that it allows the students to become more engaged and involved in the classroom. Here, we have found many ways to give feedback to students. To be more specific, feedback in this context belongs to the oral feedback type with some specific modes such as those mentioned by Gaudreau (2020).

Due to its limited nature for managers and native speakers, the aspect or element criteria that determine the quality of a presentation for other speakers of language need to be formed separately. In this case, language ability becomes the main factor because this course is one form of improvement the language skill. Next is the aspect (mastery of the material) to be presented; and the last is the technique of presentation of the material. These three factors are summarized in terms of Language, Content, and Method. These three factors are described in more details as follows:

- Language Aspects consist of proficiency, vocabulary, grammar, and pronunciation. In this aspect, it is important to see how fluently the students talk; and whether the language used is a standard language or not.
- Methods Aspects include the use of tools, presentation systematics, gestures, and body language as well as facial expressions.
- Content or material aspects include mastery of material that can be seen from the content of the presentation and scope of material presented; it is also worth noting how the students respond to the questions.

Body language is incorporated into aspects of methods because the most important thing in methods (or how to present) is how to make this presentation appealing. There is an opinion that states that body language is one form of language incorporated into the Language element, but from the point of view of how the presentation is performed, it is a form of method.

Furthermore, Macnamara (1999) mentions four kinds of presentations that can be conducted; they are impromptu presentation, memorized presentation, read the presentation, and prepared

and delivered from notes or cue card presentation. Impromptu is a spontaneous presentation - without preparation- that is usually done in about one minute; memorized presentation is a presentation done after the presenter memorizes what will be said at the presentation; read presentation is a readable presentation, as in the role of a newscaster on TV or radio; and the last is the highest level of presentation which is prepared and delivered a presentation that uses only small notes stored on cue cards or PowerPoint slides, etc. These are activities that can be performed in a language class. What will be assessed in the present study is the highest type of presentation, which is then prepared and delivered presentation.

The focus of attention in giving feedback will depend on the language skills of students who do the presentation. If the ability of the language proficiency is sufficient (good enough), attention will be largely aimed at two other aspects, are methods and content; but if language competency needs a lot of improvement, it is important to be focusing the attention on improving the use of language.

Each of the above stages requires different times and conditions. The time for research and assembly (stage 4) will be relatively long compared to stages 1 and 2. Each student will also need a different time to perform the above stages. For certain people, it may take 4 stages to take a shorter time than others. Furthermore, Deutch (2009) reveals more details of the procedures and preparations for making effective presentations:

Feedback has been acknowledged as important in higher education although it is considered a difficult issue Al-Bashir et al. (2016). However, they suggest various e-feedback techniques such as e-mail feedback, audio-video feedback, screencasts, and recycling written comments (Al-Bashir et al., 2016). Public speaking can also be improved through training and practices as well as constructive feedback (here an interactive virtual audience paradigm). Feedback has been proved to improve the students' performance who take Survival Speaking class (Amalia et al, 2019). They found that explicit correction is the most widely used and leads to the most amount of repair. However, Bezzazi (2019) investigated the effectiveness of flip learning for the improvement of public speaking. He found that flip learning significantly outperformed conventional learning in the areas of body language and paralanguage.

Research on feedback and or assessment on speaking or oral presentation is under-explored. The novelty of the present research should be made aware so that feedback will always be included in our teaching instructions. However, researchers have seen feedback and oral presentation in different aspects. Most researchers agree that feedback and or assessment on presentation skills is an important aspect and impact positively on the students (Ginkel et al, 2017; Grez et al, 2012; Hattie & Timperley, 2007).

It is interesting to see a study that results on the agreement between professional (teacher) assessment and self-assessment as well as peer assessment of oral presentation skills (Grez et al, 2012). On the other hand, Ginkel et al (2017) acknowledged the importance of feedback on the performance of the students' presentation, while Hattie & Timperley, (2007) suggest that feedback is one of the most powerful influences on learning and achievement although he insists that feedback can either impact negatively or positively.

While Grez et al (2010) admit that feedback and assessment play an important role in teaching and learning oral presentation skills; they also emphasize on Student Response System which has been an effective way to produce feedback for presenters, assessors, and educators. Their research indicates that psychometric qualities are acceptable, and that self-efficacy is an important variable.

Feedback, as it is commonly known, is usually given after an activity has been completely done. It is also given in language classes. The language teacher may give feedback to students in a form of error correction or the like right after the error is made or at other times during the class. In a presentation class, the students who were trained were given feedback by the teacher and their friends afterward or through the video recording of the presentation. In this case, feedback is given thoroughly, both on the language, content, and way of presentation.

To be more focused on doing this research, the writer set up a research question: how is the feedback usually given to students in the presentation class? This question is then elaborated as follows:
1. Will the feedback significantly change the student's performance?
2. What form of feedback should be given to students?
3. What factors make the presentation better?

The scope of this research is the field of communication, especially public communication. However, as this presentation class is part of English language classes, communication in English becomes the major focus as well. While the present research cannot see the effectiveness and influence of feedback on someone's presentation performance.

## 2. Method

The research method used in the present study belongs to the classroom observation category. Nunan (2013) mentions several forms of this method: formal experiment, stimulated recall, observation schemes, and interaction analysis. This observation is research conducted at the venue where the researcher sees the performance both directly and through video.

Research Subject

The research subjects are students in the presentation classes in the English department. The samples taken for the present study are randomly selected. They have been given lessons on methods and language use and expressions regarding the presentation. They also have been given practice on doing the small presentation in front of the class.

Assessment System

The next stage is the design of the assessment system. This system is designed in such a way that it can reduce the subjective factor because the assessment of the ability to speak or the performance of a person during the presentation will also be very subjective and very dependent on the policy and ability of a person (assessor).

The presentation assessment system is designed as follows:
- Assessment of presentation consists of three aspects, they are language, methods, and presentation materials (content mastery).
- Language aspects consist of proficiency, vocabulary, grammar, and pronunciation.
- Methods aspects of using tools, presentation systematics, gestures, and facial expression.
- Material aspects include mastery of material that can be seen from the content and scope of the presentation material provided and answers to the questions posed.

Each aspect has a score on a scale of 0 to 33 with details of scales as in Very good (30-33), Good (26-29), Adequate (22-25), Low (18-21), and Very low (0-17). All of the scores of each aspect are put into the tables and calculated.

Assessment of the presentation is done twice as shown above. Then, the scores of presentations 1 and 2 are compared to find out the differences and analyzed statistically using Excel software. To ensure the reliability of the measurements, assessments were made by two people to do marking and remarking (also called interrater) which is one of the reliability tests besides test and retest, parallel forms, and internal consistency (Middleton, 2016).

Feedback is done after all students make the first presentation and this feedback is done while viewing the video recording. The second presentation was then performed after the students were given feedback on their presentation.

## 3. Results and Discussion

The result of the present research is presented together with its discussion which is oriented to answering the research questions formulated before. In Indonesia, a class on presentation is usually added with English as the language learned in class. Without the word English in the front, the language use or learned can be the Indonesian language or the presentation class in

Indonesian. Accordingly, a presentation class is often part of a subject given in English language classes. So, the English language as the skill learned in presentation classes plays an important role. It can be the skill focus learned over other skills embedded in presentation classes.

### The Presentations Before and After Feedback

To make sure there is a significant difference in scores between the first and second presentations, the researcher performs statistical analysis using Excel. This software also makes the results and analysis obtained to be very accurate and fast.

The first thing to do is enter the data in Excel format. Then, a simple statistical analysis is performed. The statistic calculation is chosen for this research correlation of the total score, to see if the marking on presentation 1 is correlated with that on presentation 2.

### *Types of Feedback Provided*

Feedback in language teaching is identical to error correction. The difference is in techniques where error correction can be done directly (direct error correction) and indirectly (indirect error correction) both in terms of time and the person who corrects. Because this presentation class is based in a language class, the feedback given cannot be separated from language teaching, both in terms of spoken and written language.

However, feedback, in this case, is not directly related to language use but also other performance aspects. Among them are the use of tools, appearance or performance, and presentation techniques.

In terms of language, errors were mostly made in the use of vocabulary, grammar, and pronunciation. In the vocabulary aspect, the general mistakes made were in verbs *to present* which are expressed as *to presentate* (*) (which may be taken literally from 'presenting' or *'mempresentasikan'* in Bahasa Indonesia.) The mistakes or errors are also found in a form of sentence fragments as in *many people religious in Indonesia* (sic); *many men are exchanged to be women and more beautiful than real women* (sic) *and because of illegal way is more expensive* (sic). In the case of grammar, more errors were found. Here are examples of grammar errors:

- *They have conducted the research 3 years ago. (sic)*

What he meant was: They conducted the research 3 years ago.

- *The difference between A and B are not clear. (sic)*

What he meant was: The difference between A and B is not clear.

- *There is no wrong religions in the world. (sic)*

What he meant was: All religions do tell us to do wrong things.

- *Why he said that and what he said is not clear. (sic)*

What he meant was: Why and what he said were not clear.

- *Have you ever been of being a famous singer? (sic)*

What he meant was: Have you ever been a famous singer?

In pronunciation, some errors were found. For example, the word *chauffeur* was pronounced /tjaufer/ (sic), '*sword*' was pronounced /sword/ *(sic),* the word *tough* was pronounced /tog/ *(sic).* Etc. Such mistakes are often made by students below the intermediate level. The reason is that these students often predict without confirming through a dictionary. This is like a 'fossil' error, where error happens repeatedly again and again.

Another effective feedback to improve the student's performance is in the use of PowerPoint slides. All of the presenters should make slides before the presentation, but some of them were written with small fonts so they are not read by the audience.

Some languages used in the slides also need to be corrected, especially in terms of consistency in grammar (such as listing). This error also turns out to be minimized in the second presentation after they are given the feedback.

Other feedbacks given regarding the performance or appearance are related to the apparel worn, and behavior when performing during the presentation. These feedbacks are only given

to presenters who are completely different -strange, and unusual- so, the effect can determine whether the overall presentation is appropriate or not. In this case, the change can be seen by comparing the first and second performances. Fortunately, students who look extraordinarily strange are not many, only about two of the totals.

While errors in other aspects such as performance and method of presentation can be fixed immediately, feedback on the language aspect cannot be seen straight away. Language improvement must go through the process of long adequate learning, but the presentation practices can give students confidence in performing a presentation.

The result of simple statistical analysis can be seen in the table below. The total individual score ranges from 65 as the lowest in Presentation 1 and 90 as the highest. While in Presentation 2, the lowest is 68 and the highest is 92. Accordingly, the student presenters can be categorized in the basic intermediate level. This is the rationale as the students in a presentation class usually belong to such a level.

The greatest difference between Presentation I and 2 is 10 points which were obtained by presenter 1, while the lowest which was minus 4 which was obtained by presenter 15. The improvement score performed by Presenter 1 was gained from the language and method which each had a difference in 4 points. While the biggest decrease in the score points gained by presenter 15 was minus 4 in the method aspect. This happened because the presenter could have been not in very good condition.

Two student presenters did not improve the scores. The scores were only different in the detailed aspects of the presentation. Most of the students, however, had an improved score with an average difference of 3.06.

The result of the correlation test of the individual total score between presentations 1 and 2 is 0.92, which is very high. While the correlation of the language aspect in Presentation 1 and 2 is 0.85; the content aspect is 0.84 and the method aspect is 0.71. This tells us that there is great consistency in marking the performances of the assessor to the students.

With this simple statistical analysis, we can be assured that feedback is instrumental in improving the student's ability in the presentation. The next is to see what kind of feedback is very influential on the improvement of performance. This will be discussed in the following sub-chapters.

Factors Improving the presentation performance.

From the various aspects observed, the type of feedback that is most influential is the feedback on the use of PowerPoint slides. The use of initially unclear and abundant errors in language usage drastically is reduced in the second performance. Of course, that does not mean that in the second performance, no errors were found.

While in terms of language, the change is more of a correction of errors. Perhaps because of too broad and large aspects, language improvements are still not optimal. In the second presentation, student presenters still make the same or similar mistakes and new and different errors appear. Although with two major presentations, student presenters should have greater confidence than before.

Another quite decisive factor is the physical and psychological conditions at the time and the presentation. This factor does not need special exercise or may not need to be prepared beforehand because the atmosphere of the presentation can change at any time. This happens because of the presentation training. Although the preparation is adequate, if the physical and psychological conditions change, the possible the performance will not be optimal.

It can be concluded that many factors can determine the quality of the presentation. The other factor is more than just the mastery of materials, but also technical and non-technical factors. We can see that there is a presentation attended by many people being canceled because the condition of the presenter is not possible.

Similarly, the use of tools is determined by the condition and existence of a venue for the presentation. It has been assumed that the use of equipment such as computers and projectors can add to the attractiveness of a presentation. Not only is the artistic value possessed

by this cutting-edge tool, but it can contain and store almost unlimited information. Thus, there is no excuse for lack of material' for those who use this sophisticated equipment. However, they are all determined by factors which are existent in the presenter, not just the readiness!

In a common presentation class, there is usually more time given to students to practice their presentation skills, so that teachers are only responsible as mentors. It is acceptable because teachers in a classroom can play various roles. Hence, the teacher set the class to create a learning environment that optimizes the students to be engaged in learning (Bates, 2019), that is, to be an effective presenter.

The feedback on the presentation which is based on language, content, and method has been discussed; and, through feedback, the presentation has been well improved. There is a significant difference between the first and second presentations. The language may have been given special attention because this is a part of English language learning, especially for the improvement of speaking, in this case, English.

When the presentation is done in English-speaking countries or where the language is not a barrier or major concern, three aspects that have been mentioned by Rotondo (2020) will have to be considered. He mentions several elements that play a role in a person's ability to conduct a presentation (content skills, design, and delivery). In more detail, he states that the content includes the research and organization of materials; the design is the architecture of the sides and the graphical enhancements, and the delivery is how you voice your message. To make the presentation completely great, there must be a good synergy of these three elements. Each of these elements, as they are emphasized, carries equal weight and importance. A presentation will run successfully unless all three of these elements are applied in a presentation.

There is a fundamental difference between presentation skill classes as a subject in campus with presentation skills for managers as revealed by Rotondo (2020) above; it is written for managers who are already professional, no longer in the learning stage; besides the book is intended to make presentations in their language, not English presentations conducted by students who are learning English in Indonesia.

## 4. Conclusion

From the discussion that has been disclosed in the previous chapters, I draw some conclusions and suggestions. The suggestions are not intended for future research but also for implications for teaching especially English, and more specifically spoken language. With the idea that teaching is facilitating, presentation practice is a technique that a teacher can develop to improve the students' speaking skills.

To achieve optimal performance in the presentation of the highest level (prepared presentation) students need to be optimally trained gradually, ranging from spontaneous presentation training to medium-level presentations such as 'show and tell presentation'. For that, students should be allowed to develop presentation skills well by using audio-visual equipment or with the help of others such as through feedback. To be able to measure the quality of a presentation, students should be introduced to the elements that affect a presentation-quality as of language, content, and methods.

The role of feedback based on the results of this study is very decisive and statistically assessed as significant. So, the second presentation looks different and better than the first presentation because of the feedback given by the teacher or his friend.
The most influential feedback in changing the performance is in the use of PowerPoint, the tool most used by students. This equipment should be provided by the institution so that student creativity can be facilitated optimally.

One main factor that determines the quality of a presentation is the language skill factor. Especially with English as a foreign language, this ability will develop along with the students' access in learning the language or with experiences in using the language. Through practiced

presentation, this ability will certainly progress faster. However, other factors are quite decisive such as the material or what we usually call a topic or theme presentation. The most suitable topics are those that are general and self-selected by students, but students should be wary of topic selection because it will determine the quality of the performance.

Feedback or assessment is a must to be given to students of presentation skill so that the future performance is better than before. Feedback can be done through video recording, but also can be directly given after the students do the presentation. The use of video recording is an ideal thing to do. Although the use of video cameras is still considered expensive to some, this can be solved with the existence of smartphone cameras now. The use of this video can accordingly make the students do feedback on themselves.

Feedback should be done thoroughly, not limited to language use only because other factors can make a presentation appealing. Focusing on language in the presentation can be a special analysis that can become interesting research. The first analysis on the first presentation is then compared with the analysis on the second presentation.

To be more optimal in fostering the creativity of students, training institutions should have their room for use as a presentation class in which there is a computer, projector, and audio system. If possible, better still in the room are provided with recording devices such as video cameras. If the room is only especially used as a classroom for training presentation, then the room can be a special place called "presentation skill laboratory ". This lab is not only a place to practice on presentation but can also be a venue where research on presentation skills is conducted. In such a lab, all materials related to presentation skills are collected. They will be very useful for research related to presentation skills.

Further research on presentation skills can be focused on the English language expressions used in the presentation as it is the area of English language teaching in Indonesia. Similarly, research on feedback on language teaching can be conducted on other classroom language activities. All these are intended for the improvement of language teaching.

Presentation is a technique that can be used as one of the teaching methods in teaching speaking. In another instance, presentation is also one type of public speaking which can solely be performed in many situations. Improvement in presentation skills can help improvement in speaking skills as well as in public speaking. This article can be of use as the model on teaching presentation or speaking skill which is often found in English language teaching in Indonesia, especially in higher levels as in tertiary or college schools.

Practices in delivering a presentation may not dramatically change the performance of the students' presentation, but practices can give students lessons to learn for future performance. Besides, practices can give students confidence in performing in front of many people. Problems in 'Stage freight' which are often faced by students or new presenters can be solved through practices. Even, a shortage of a particular aspect in a public performance can be covered with another aspect. Through feedback, students can perform better. This has been proved through the present research.

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