

## Conference Paper

# Students' Expectation Regarding the Presentation Learning System

I. Lisnawati

Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Siliwangi University, Jalan Siliwangi No. 24 Tasikmalaya 46115, West Java, Indonesia

## Abstract

The purpose of this research was to describe students' expectations regarding the speaking learning system, especially the presentation. The method used in this research was a descriptive qualitative method. Data were obtained through questionnaires and interviews about the expectations expressed by 139 undergraduate students and two lecturers on the components in the presentation learning system. The results of the research showed that the expectation of the students with regard to different presentation learning designed and implemented by the lecturers was in terms of learning materials, instructional media, and instructional techniques. These differences were caused by the differences in the students' and lecturers' perceptions and the lack of communication between them. The solution to the problem was that the lecturer should redesign the components of the presentation learning system by taking into account the students' needs.

Corresponding Author:

I. Lisnawati  
 is.lisnawati@yahoo.co.id

Received: 6 April 2018  
 Accepted: 3 May 2018  
 Published: 26 July 2018

Publishing services provided by  
**Knowledge E**

© I. Lisnawati. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ISLLE 2017 Conference Committee.

**Keywords:** learning components, presentation learning, students' learning expectation

## 1. Introduction

Presentation functionalities in academia, organizations, employee recruitment [1], and the business world [2, 3] are increasingly perceived. According to Živković [4], "oral presentation enabling students to function successfully in the future professional surrounding, and preparing them for their possible further academic." Therefore, the quality of students' presentation skills should continually be improved.

Learning is a system. Learning components include teachers, teaching objectives, learners, lesson material, teaching methods, instructional media, and administrative factors as well as costs that enable optimal teaching and learning processes.

The teacher is a critical success factor in learning because the teacher determines the other learning components. Teaching planners, teachers are tasked with planning

 **OPEN ACCESS**

learning activities such as formulating goals, selecting materials, choosing methods, establishing evaluations, and so forth. Furthermore, teachers are the determinants of educational success. Teachers are a key factor in educational success. Learning objectives are a learning component that also needs to be considered. According to Sanjaya [5], obvious learning objectives can help teachers in determining learning materials, methods or strategies, tools, media, and learning resources, as well as in determining and designing evaluation tools to monitor the students' success. A learner as a learning person is a very important subject in the learning process [6]. Teachers and students are decisive factors in the interaction of learning [5]. Learning material is at the core of learning [5] because it is a medium through which to achieve the purpose of teaching [7]. A learning method is a process or procedure used by teachers or instructors to achieve goals or competencies [6]. According to Sanjaya [5], methods in the series of learning system are very important. Delivering learning materials to achieve learning objectives will be more affective if learning media are used. Fathurrohman and Sutikno [7] argue that the role of instructional media will not be seen if its use is not in line with the essence of the teaching objectives that have been formulated. Evaluation plays an important role in learning because teacher evaluation can determine whether the students whom they have taught have the competence required so they deserve a new learning program [5].

The Directorate General of Higher Education [8] explains that the processes and learning materials in universities are no longer Teacher-Centered Content-Oriented (TCCO), but have been replaced by Student-Centered Learning (SCL) principles adapted to the state of universities. This suggests that the selection or determination of the components in the presentation learning system should be student-oriented. In other words, the objectives, materials, media, methods, and evaluation of learning should be fully understood and applied by students, functional, and in accordance with their expectations. Therefore, a study of students' expectations regarding the presentation learning system is necessary to improve the quality of presentation learning.

Similar research was conducted by Wang and Gao [9]. They examined the expectations of teachers and students regarding the role of teachers in presentation activities. There were some differences between students' expectations and teachers' expectations. Because of these differences, teachers could not meet the needs of students because their roles were not fully approved and accepted by students.

## 2. Methods

This research applied a descriptive qualitative analysis method. The data were obtained through a questionnaire and interviews about the opinions and expectations presented by 139 undergraduate students and two lecturers regarding the components of the presentation learning system and their implementation, which included objectives, materials, media, techniques, and evaluation of learning.

## 3. Results

The data obtained from 139 students and two lecturers are as follows. Related to the presentation learning objectives, all students (100%) stated that the purpose of presentation learning led to theories and practices. They hoped that they were able to:

1. know the presentation theory and practice it,
2. speak well with the right language, and
3. master narration and speak well confidently.

According to two lecturers' opinions (100%), the purposes of presentation learning are:

1. students are able to differentiate the use of language in casual and formal situations,
2. they are able to speak the right language, and
3. they are able to correct themselves in order to overcome problems that have occurred during the presentation.

After confirmation and clarification of the questionnaires from students and lecturers, it could be concluded that the expected learning objectives were goal-oriented theory and practice that led to the achievement of knowledge, skills, and attitudes in the presentation.

All students (100%) stated that theories and practices in the presentation learning material are relevant to the objectives. Learning material came from reference books and the Internet according to 102 students (74%), reference books according to 31 students (22%), and only from the Internet according to six students (4%).

Nevertheless, learning materials were provided by lecturers in presentations including theories and practices. The theories were still general concepts. According to 110 students (79%), the subject material developed the ability to present confidently in public and even to correct themselves directly during the speech. About 14 students (10%) stated that learning materials did not develop the ability to present because speeches were practiced out of the classroom, they did not have the right presentation skill, and they still presented nervously in public. About 15 students (11%) doubted that learning materials would develop presentation skills because the practices were insufficient so students were still hesitant, unconfident, rigid, embarrassed, and nervous during presentations.

Students' expectation regarding learning materials is that lecturers should give presentation materials for specific aspects so that students are able to present with a complete presentation concept. In addition, the learning materials should be equipped with video presentation examples featuring either ideal or problematic presentation that can be used as an analysis material to develop the concept of presentation. This is essentially in accordance with the demands of the Minister of Education and Culture of the Republic of Indonesia No. 49 of 2014 on National Standards of Higher Education that the learning process is the process of interaction of students with lecturers and learning resources in a learning environment. It is also proposed by Sanjaya [5] that the learning process is a communication process. The communication process involves three main components, that is, the messenger component (teacher), the message receiver component (student), and the component of the message itself, which is usually a matter of course. In other words, through the material in the form of video presentation examples of presentation, students interact not only with the lecturers but also with other learning resources.

Two lecturers (100%) had different views. According to these lecturers, with relatively limited time, students are expected to actively and creatively complement and develop the material given in outline by lecturers through independent activities. This is in accordance with the demands regarding the learning process of the Minister of Education and Culture of the Republic of Indonesia No. 49 of 2014 on National Standards of Higher Education that the learning process is centered on the students and that the achievement of graduate learning is achieved through a learning process that prioritizes the development of creativity, capacity, personality, students' needs, and the development of independence in searching for and finding knowledge.

According to 93 students (67%), learning techniques comprised lectures and discussions, while 10 students (7%) stated that learning technique meant only lectures, and 36 students (26%) stated that learning technique was the only discussion.

According to 99 students (71%), the learning techniques gave every student opportunities to speak individually, whereas about 40 students (29%) thought that learning techniques should give opportunities to each student, not only to the group representatives. In addition, the techniques should also give students the opportunity to apply the theories because not all students were trained to apply the basic skills in the presentation.

The learning technique did not optimize cognitive, metacognitive, affective, and social skills. According to 127 students (91%), learning techniques could develop cognitive skill because students had to find the presentation material from books and the Internet. About 10 students (7%) said that the learning techniques did not develop students' cognitive skill because the lecture did not examine the character of types of speech (speech, presentation, and discussion) with practice. They were also not given the example through video presentations. After a discussion, the material was not discussed. Two students (2%) doubted that the learning techniques could develop cognitive skills because the discussion was held and lectures were given on general concepts.

According to 90 students (65%), the learning technique developed metacognitive skill as the lecturer recommended that students should practice themselves and carry out self-assessment out of the classroom. About 49 students (35%) said that the learning techniques did not develop metacognitive skill as lecturers only recommended practicing in their own homes and carrying out self-assessment with their own criteria. Lecturers never show students how to practice in the classroom with the right presentation technique.

About 96 students (69%) stated that the learning technique developed affective skills as the lecturer always encouraged them to speak well and calmly, and described the obstacles and things that should be avoided, and ways to overcome nervousness. About 43 students (31%) stated that the learning techniques did not develop affective skill as the lecturer only gives suggestions not an example, and never provides the opportunity to practice and perform, and learn ways to calm down.

The learning techniques, according to 128 students (92%), improved social dimensions between students as they learned to work together in discussion. According to 11 students (8%), the learning techniques did not improve the social dimension between

students as the lecturer did not direct the discussion except to form a discussion group and distribute the material and asked the students to practice in their own home.

According to the students, the instructional techniques used by lecturers should provide an opportunity to speak to all students rather than just group representatives. In addition, the techniques used should give students the opportunity to practice presentation and to apply theory. In addition, in the development of cognitive, metacognitive, affective, and social faculties, lecturers should always guide and facilitate, and even if possible practice together so that they do not just deliver theory, motivation, or advice. Practicing presentation, if possible, should not only be done independently outside the classroom but also in the classroom with the guidance of lecturers so that the students' presentation skills can be monitored.

The aforementioned is in line with the demands of the lecturer's role as implied in the Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers, Article 1, Paragraph 1 that lecturers are professional educators and scientists whose main task is that of transforming, developing, and disseminating science and art through education. According to Sanjaya (2011), the role of a teacher is that of a source of learning, facilitator, manager, mentor, demonstrator, motivator, and evaluator. According to Wang and Gao [9], teachers mainly play eight roles: organizers (setting goals, choosing strategies, and organizing groups); communicators (communicating with students where necessary); stimulators (improving students' motivation, interest, and involvement); managers (setting rules and procedures as well as managing classes); inspirers (inspiring students to think critically); consultants (providing students with advice and consulting services); cooperators (cooperating with students actively; and observers (observing the process).

Cognitive, metacognitive, affective, and social skill developments in the presentation are very important because the presentation is a type of speaking. Thornbury [10] stated that there are factors that determine the way of speaking, for example, cognitive, affective, and performance factors. Brown [11] argues that the main obstacle in learning to speak is the anxiety that causes learners to cast false or misunderstanding. Van Patten [12] states that an important factor to be considered in learning is not only the cognitive mechanism but also the social dimension that will build an affective learner.

In contrast to the opinion of students, two lecturers (100%) argued that the learning techniques used in the presentation lesson are sufficiently varied. The learning technique used gives the opportunity for the students to be active in learning and speaking individually because the lecturer provides the opportunity to speak at certain

moments, that is, when the students are given the opportunity to argue, ask, and discuss. The use of this technique by lecturers is good enough and provides opportunities to develop cognitive, metacognitive, affective, developmental, and social dimensions. The lecturer hopes that the learning technique used by students is self-directed, disciplined, and responsible, so it is not always dependent on lecturers because when students are required to present outside the class or in other activities, they will not always be accompanied by lecturers.

The aforementioned is in line with the educational objectives as described in the Law of the Republic of Indonesia Number 20 of 2003 on National Education System, Chapter II, Article 3, which states that the national education function is to develop the ability and form the character and civilization of a dignified nation in order to educate the nation for the development of the potential of learners to become human beings who believe in and are cautious of God Almighty, have a noble character, are healthy, knowledge, able, capable, creative, and independent, and become responsible citizens of a democracy.

The learning media used by lecturers, according to 27 students (19%), are PowerPoint and video, while according to 112 students (81%) it is just Powerpoint. According to 105 students (76%), learning media facilitate the mastering of presentation skills as media can attract public attention and students can concentrate and understand the presentation well. According to 34 students (24%), the learning media were not enough to improve students' ability to present reasonably and PowerPoint is not enough to equip students to be able to present. and it is incomplete because it is not explained in detail. The video contains only the material used to describe the event instead of loading the material containing examples of presentation.

The learning media expected of students were PowerPoint and video, selected by 27 students (19%); PowerPoint, selected by 54 students (39%); video, selected by 48 students (35%); active speaker, selected by four students (3%); speakers, selected by two students (1%); and print media, selected by four students (3%).

The reason for the selection of PowerPoint media is that PowerPoint contains a short amount of learning material, but is full of information. Therefore, the lecturer should provide more detailed explanations. The reason for choosing audio/visual media that contain an example of a presentation is that concrete examples make understanding easier. In addition, learning is more fun when there are impressions so students do not feel bored because there are media that stimulate and motivate them to engage in learning. The reason for the active speaker being chosen is to use it as a learning medium because the students have never spoken using an active speaker, whereas

the reality, in presentations, active speakers are more commonly used. Students' worksheets are needed as guidelines when they observe the presentation of other groups so the components can be judged.

Two lecturers (100%) stated that PowerPoint was utilized as presentation media. Using PowerPoint, students are expected to record the outline of learning materials and complete or develop through independent activities through books, ebooks, the Internet, and so forth. Audiovisual media are not always usable because, without audiovisual media, lecturers can have students observe and comment on or judge the presentation of other groups. The student worksheet is not always necessary because the concept of understanding the present and its components are discussed when the theory is delivered.

In relation to students' difficulties in understanding learning materials, whether caused by the learning materials, learning techniques, any learning media, or anything else, lecturers always appeal to students to consult or communicate with the lecturer, but the students rarely or never take this opportunity. When having difficulties, 48 students (35%) talked with friends, 57 students (41%) searched for other sources, 20 students (14%) studied themselves, and 14 students (10%) consulted the lecturers. Not all students asked for help from lecturers as they were afraid to bother the busy lecturer.

All students (100%) stated that the types of evaluation comprised theory and practice tests. The theory evaluation was a written test, while the practice evaluation was a presentation practice. All lecturers (100%) stated that the type of evaluation in the presentation lesson was as stated by the students. The evaluations comprised a written test and a practical test. In conclusion, the evaluation expected by students and lecturers was to examine the mastery of presentation including theory and presentation skills.

Based on the aforementioned description, it can be stated that students differed in their expectations from lecturers in three aspects, namely: (1) learning materials, (2) learning methods, and (3) media learning. These differences were caused by (1) different perceptions about three things, (2) a lack of communication between lecturers and students.

The things that can be done to solve the problems are as follows: (1) at the beginning of the lecturers' learning they should explore the knowledge, experience, and expectations of the students in the presentation lesson so that the lesson will fulfill their expectations; (2) they should internalize the importance of mastering the presentation for the students themselves in the academic world, in the world of work, or in life, to



enable students to develop a positive attitude toward mastering the presentation; (3) they should internalize the importance of self-reliance, responsibility, and discipline in students. (4) Although students are required to be independent, this does not eliminate the role of lecturers because students will learn in a more organized way if there are signs of lecturers or they are directly monitored by lecturers. (5) Training conducted by lecturers should be recorded so that it can be aired again to determine the students' ability. (6) Lecturers should always reflect on learning with students so that further learning can be done better.

## 4. Conclusion

Based on the aforementioned description, it can be stated that lecturers' and students' expectations differ in three ways, that is, in terms of learning materials, instructional techniques, and instructional media. The differences are caused by the different perceptions of students and lecturers as well as the lack of communication between lecturers and students regarding these three things. Thus, the gap between students' and lecturers' expectations can be bridged by communication between lecturers and students about the learning components used. This can build on the same perception of the functionality of the components. In addition, through communication, both lecturers and students can realize and operationalize their respective roles as they should.

## References

- [1] Chivers, B. and Shoolbred, A. (2007). *Student's Guide to Presentations: Making Your Presentation Count*. California: SAGE Publications Ltd.
- [2] A & C Black. (2007). *Business the Ultimate Resource: Give Great Presentations: How to Speak Confidently and Make your Point*. London: A & C Black Publishers Ltd.
- [3] Kapterev, A. (2011). *Presentation Secrets*. Indiana: John Wiley & Sons, Inc.
- [4] Živković, S. (2014). The importance of oral presentations for university students. *Mediterranean Journal of Social Sciences*, vol. 5, p. 468.
- [5] Sanjaya, W. (2011). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media Group.
- [6] Pribadi, B. A. (2009). *Model Desain Sistem Pembelajaran [Model of Learning System Design]*. Jakarta: Dian Rakyat.
- [7] Fathurrohman, P. and Sutikno, M. S. (2009). *Strategi Belajar Mengajar [Teaching and Learning Strategies]*. Bandung: PT Refika.

- [8] The Directorate General of Higher Education. (2008). *Buku Panduan Pengembangan Kurikulum Berbasis Kompetensi Pendidikan Tinggi [Higher Education Competency Based Curriculum Development Handbook]*. Jakarta: Direktorat Akademik Dirjen Dikti.
- [9] Wang, Y. and Gao, X. (2016). Exploring the expectation differences of teachers' roles in English class presentation, teacher development. *International Journal of Teacher Education and Professional Development*, vol. 20, pp. 92–105.
- [10] Thornbury, S. (2005). *How to Teach Speaking*. New York, NY: Longman.
- [11] Brown, H. D. (2001). *Teaching By Principles: An Interaction Approach to Language Pedagogy*. San Francisco: Longman.
- [12] VanPatten, B. (1996). *Input Processing and Grammar Instruction in Second Language Acquisition*. USA: Alex Publishing Corporation.