FACULTY OF ECONOMIC AND BUSINESS STUDENTS’
PERSPECTIVES OF THE USE OF PRESENTATION PROJECT IN
EXECUTIVE ENGLISH (EE) CLASS

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

NATALIA DEVINA
112012065
ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY SALATIGA
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FACULTY OF ECONOMIC AND BUSINESS STUDENTS’ PERSPECTIVES OF THE USE OF PRESENTATION PROJECT IN EXECUTIVE ENGLISH (EE) CLASS

THESIS
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Faculty of Economic and Business Students’ Perspectives of the Use of Presentation Project in Executive English (EE) Class

Natalia Devina

ABSTRACT
This study aims to find the actual perspective of Faculty of Economic and Business (FEB) students toward presentation projects in Executive English (EE) class. Nowadays, many have argued and how important a presentation project is as part of English as a Foreign Language (EFL) and ESP learning process. Presentation project is said to be especially important in higher education context where the students should be prepared with real-world skills in order to seek for an employment once they are graduated. Oral presentation is mentioned to be beneficial in improving students’ speaking and language skills in general, as well as increasing their ability to communicate and think critically. However, despite its benefits, oral presentation is also problematic, especially in relation with anxiety and nervousness. Moreover presentation project is also said to be time-consuming and burdening. Therefore it is essential to discover how FEB students actually perceive this activity. This study was conducted by distributing questionnaires to 22 FEB students of Satya Wacana Christian University who were taking EE class at the time the research conducted. The result indicates that most students perceived presentation project positively and agreed that presentation project is useful for their future career as well as improving their language and communication skills. However, the result also shows that most students indeed found themselves feeling nervous during presentation project.

Key words: presentation project, FEB students, EE class, future career, real-life skills, anxiety

INTRODUCTION
The role of oral presentation, especially in higher education, lately has been recognized as one of the most essential and important skill in language learning, especially in term of communication skill. Many experts have mentioned various benefits
and importance of presentation. According to Al-Nouh, Abdul-Kareem, & Taqi (2015), the role of oral presentation is especially relevant in English for Academic Purpose (EAP) and English for Specific Purpose (ESP) context, where the course is specifically aimed to prepare students’ future career after graduation.

Essential skill for future career is probably the most mentioned benefit of oral presentation. Many researchers such as Miles (2009), Bankowski (2010), Wilson & Brooks (2014), mention how the skill of oral presentation can be useful when they are seeking for an employment in the future, as well as providing a real-life situation. Miles, for example, found that many Japanese university students believed that oral presentation would be useful if they have to do business presentation in their future career.

The other benefit that is often mentioned of oral presentation is that it is student-centered. Traditional EFL class, as mentioned by Brown (2008), is teacher-centered, where teacher is the central who did all the talking while the students just sit quietly. That is why presentation could become a new breakthrough because it is student-centered and give students more opportunity to participate and involve in class. Some students also agreed that presentation is challenging and not boring unlike traditional class (Beckett, 2004).

However, despite the benefits, oral presentation in EFL and EAP class also has several problems. The most common problem of oral presentation is anxiety. Rajoo (2010) found that some students felt that oral presentation is nerve-wrecking and sometimes discouraging. This anxiety could lead to students becoming less motivated and
fear presentation. Moreover, oral presentation is also time-consuming. For some students, not only causing anxiety, oral presentation task requires more time and effort to prepare that sometimes it burdening the students (Beckett, 2004).

Concerning the various issues and opinions surrounding oral presentation in English language teaching, the researcher decided to give further investigation toward this matter. The focus of this study would be presentation project in Executive English (EE) class. To be specific, the researcher would focus on students of the Faculty of Economic and Business in Satya Wacana Christian University who have taken EE class.

The aim of the study is to find out the actual perspective of FEB students regarding the presentation project in EE class. FEB students were chosen because in FEB, the students who are mostly coming from management and business major are expected to do business related matter—especially presentation more than students from other faculties after their graduation. Moreover EE class is particularly relevant with ESP context since in EE class the students are also taught and prepared with economic and business related English.

In EE class, which is a three-credit course, the students are focused to study on speaking and reading skills. Those skills are considered the most important skills for students’ future career. In highlight of the speaking skill, FEB students in EE class are required to do some presentations including product presentation and product campaign/advertising. Those activities are simulating the real business situation that would provide
the students with experience to improve their English skill, especially speaking. In advertising campaign for example, students are asked to create a product and promote it.

Students’ perspectives are important in this case because students are the subject of learning process. Therefore, it would be important and interesting to find how those students actually perceive presentation project. The researcher also hope to find out whether the students share similar belief and perspective with the theories and beliefs of the previous studies.

By knowing students’ perspective toward this matter, it could provide a deeper insight about the difficulty, expectation, and benefit of presentation project from students’ point of view. This insight hopefully would be helpful for teachers and instructors in developing presentation activity in ESP class, or in this case EE class.

Therefore, to investigate this matter, the researcher would go with research question: “What are the Faculty of Economic and Business students’ perspectives of the use of oral presentation project as part of their learning activity in EE class?”

LITERATURE REVIEW

Presentation and Public Speaking in EFL Class

Rajoo (2010) defines oral presentation and public speaking as “a form of communication which is intended to convey certain ideas, messages and information” (p.44), whereas Zitouni (2013) says that oral presentation is an extension of the skill of oral communication, “where the presenter shows their knowledge on a particular subject”
She also adds that in oral presentation, students use all the four skills in natural integrated way.

Nowadays, the importance of oral presentation as part of communication skill have begun to be emphasized, especially in higher education (Raudzan and Kaur, 2011). Raudzan and Kaur (2011) also state how in engineering and medical major, oral presentation in English has been made as a form of formal and informal assessment. According to Zivkovic (2014) it is necessary to teach oral presentation in order for students to do well in professional and academic setting. Wilson & Brooks (2014) state that with the majority of EFL classes are teacher-fronted and drill-oriented, oral presentation might become a breakthrough for traditional teaching style since it is learner-centered.

El-Enein (2011) mentions that it is necessary for learner to be motivated in learning English, not only in order to pass the exam, but also to be able to communicate orally with others. He also said that “if the goal of a language course is truly to communicate in English, then speaking skill should be taught and practiced in the language classroom” (p.3).

Additionally, according to Kaewpet (2009) as cited in Spence and Liu (2013), listening and giving presentation in English is part of four core English skills required for Thai civil engineers.

However, despite its essentiality, according to Al-Nouh et al (2015) communication and oral skill in language learning is often ignored. Apple (2011) as cited
in Wilson and Brooks (2015) state that only some students were given enough opportunity to use spoken English before they enter university. Even in university level, students from non-English major were rarely given opportunity do oral presentation (Tsou and Huang, 2012; as cited in Wilson and Brooks, 2015). The topic of oral presentation and communication is especially relevant with ESP and EAP context where the students would practice in real-life situation (Al-Nouh et al., 2015).

However, “even beyond the EAP and ESP context, experience with oral presentations can be beneficial to students future careers because many potential future employers place a high degree of importance on the communication skills that students learn during a presentation class” (Wilson & Brooks, 2015, p.204). Similar comment also stated by Miles (2009) that the aim of presentation activity is to prepare the students for their life once they are graduating and seeking for employment.

**Benefit of Oral Presentation in EFL/ ESP Class**

Wilson and Brooks (2014) believe that oral presentation is a form of activity that give students a chance to communicate and interact with their classmate using English. Al-Nouh et al. (2015) also mention that oral presentation is a good practice to develop students’ communication skill that would be beneficial for students’ career. That communication skill would be beneficial when the students who are expected to be a future specialist have to do presentation during a conference, symposia, or meetings (Zivkovic (2014). Similar belief is also stated by Irvine (2009), who says the need to develop communication skills is indeed very essential especially in future work-related area. Moreover, Zitouni (2013) found that English students in oral expression class in a
university in Algeria thought that the class develop their listening and speaking skills, as well as enriched them with new vocabularies and practice their pronunciation.

Further, Wilson and Brooks (2014) also explain that oral presentation is an enjoyable activity where students can also practice their language. Moreover, presentation is a communicative activity that facilitate students’ interaction with their classmates and increase their motivation in learning English. Similarly, Mashharawi (2006:4) as cited in El-Enein (2011) states that when a communication activity is put in the classroom, it could motivate the students and create a “dynamic and effective environment” (p.3).

Ravirot (2015) specifically mentions that workers in 21st century need to be equipped with competence in presentation skills due to the rapid changes in globalization – especially the emerging issue of ASEAN economic community (AEC), and the demands of new skill. That is why presentation skill is very important is very essential to be taught in EFL class.

In relation with the fluency, Masmaliyeva (2014) reported in her finding that the majority of undergraduate English speaking class students in a university in Turkey agreed that their fluency and accuracy in the language had improved from presentation activities. Further, Masmaliyeva also found that most students enjoyed presentation because it is not boring and no textbooks are used. Similar to that finding Zivkovic (2014) also found that university students generally believed that communicative class is more interesting and effective than the traditional ones.
Moreover Rajoo (2010) says that a good skill of oral presentation would enable students to communicate and deliver complex ideas and information in a way that audience can easily understand. He adds that the skill would also help students in influencing people’s attitude and behavior. Furthermore, presentation allows the students to think critically, participating in a discussion, and learning characteristics of good oral presentation (Masmaliyeva, 2014).

The relation of communication and speaking skill with critical thinking also mentioned by Zivkovic (2014) through her finding which states that students believed that presentation/communication class could lead them into critical and analytical thinking that would be crucial to be successful in 21st century.

Zivkovic (2014) also adds that many university students believed that oral presentation could practice their creativity and innovation as well as give them more perspective when looking at a problem.

**Problems of Presentation in EFL/ESP Class**

Problems of presentation in EFL class usually centered around anxiety, time, and assessment. Beckett (2004) reported in her finding that many immigrant ESL students in a public school in Canada feel burdened by oral presentation because it requires more time and effort to do. Similar belief also stated by Wilson and Brooks (2014) that many students thought that oral presentation is time-consuming. Another problem of oral presentation according to Rajoo (2010) is that it consumes much time in class, since students have to present one by one during class time.
Another issue that often appears concerning oral presentation is anxiety problem. Al-Nouh et al. (2015) mentions that many EFL college students in Kuwait found that the activity of presentation is anxiety-provoking and stressful situation. Some students also felt that their shy and quiet character make it harder for them to speak English (Paakki, 2013). The self-direction activity also causes confusion and lack of understanding for students (Bankowski, 2010). Students also express fear when the teacher assign them to prepare oral presentation since they also did not have experience in it (Zitouni, 2013).

The other possible reason of students’ anxiety is stated by Januleviciene & Kavaliauskiene (2011) as such: “the key reasons for anxiety in public speaking appear to be lack of confidence, unfamiliar situation, sense of isolation, self-consciousness, fear of looking foolish, and fear of the consequences, i.e. being judged by others” (p.711). Some students would also resist to do more works, have fear to speak in public, and feel bored when they have to listen to others’ presentation (Zivkovic, 2014).

Relevant with the boredom, when the students simply memorizing what have been written before during their presentation and using complex sentence instead of the communicative English, the audience will stop paying attention (Zitouni, 2013). Chiu (2004) as cited by Wilson & Brooks (2015) shares her experience that while a presenter “stumbled through a long formally written presentation speech” (p.205), the rest of the class is struggling to stay awake.

The next problem of oral presentation is the assessment as well as teaching instruction. According to Irvine (2009) there is little knowledge and instruction about
how to deliver a good and effective presentation. Irvine also states the criteria of this assessment itself provides little help for students to give presentation. Raudzan and Kaur (2011) also stress that if oral presentation is not applied correctly, the difficulty and problem of giving presentation could erase the main benefit of oral presentation.

THE STUDY

Context of the Study

The context of the study would be the Faculty of Economic and Business (FEB) in Satya Wacana Christian University, Salatiga, Central Java. In FEB, the students are mainly divided into three major departments: Management Department, Accountancy Department, and Economic Study Department. The researcher views that FEB is the most relevant context with presentation project because its students are expected to have skills in various business matters - including presentation once they graduate from the university.

Participants

The participants of this research were 22 FEB students in Satya Wacana Christian University taking EE class during the second semester in academic year 2015-2016. This particular year and semester was chosen because those students were taking the course by the time the research was conducted, therefore it was more efficient to collect the data. Moreover, the students taking the course during that time were expected to still have fresh memory toward their experience in EE class, especially presentation project.
To choose the participants for this study, the researcher used cluster sampling. Cluster is “a group of population elements, constitutes the sampling unit, instead of a single element of the population” (Ahmed, 2009, p.2). The reason why the researcher chose this particular sampling is because it is efficient and it is easier to find the participant.

There were 22 participants for this research. The age of the students mostly ranged from 18 to 20. The students came from both gender; male and female.

**Instrument**

To collect the data, the researcher used questionnaire written in Indonesia using four-point type Likert Scale (strongly agree, agree, disagree, strongly disagree). For the questionnaire items, the researcher adapted questionnaires from various sources: Miles (2009); Al-Nouh, Abdul-Kareem, Taqi (2015); and Yang & Hsu (2009). However, throughout the process, the researcher changed and added some items to make it more suitable with the context and the focus of the study. Additionally the researcher used various sources of questionnaire in order to get richer and suitable data.

The final questionnaire has 20 items distributed to each participants (see appendix). Item number 1, 2, 11, 12, 13, 14, 15, 17 are related to students’ feeling toward presentation project, whereas item number 3, 4, 5, 6, 7, 8, 9, 10, 16, 18, 19 are related more with students’ belief. There is one item-number 20 which is related with students’ behavior toward presentation project in EE class.
**Data Collection Procedure**

The first stage of data collection procedure was arranging the questionnaire items. Once it was completed, the researcher translated it from English to Indonesia since the participants might be more familiar with the language. After translating it, the researcher distributed the questionnaire to 9 FEB students for piloting. Those 9 students were students who had taken Executive English class during the previous semesters and academic years. Once the piloting was done and the result was collected, the researcher re-analyzed the questionnaire items. There were some items changed and added in the process in order to match the theoretical frameworks and to get more suitable and richer data.

After revising the items, the researcher distributed the questionnaire to the chosen 22 participants. The data collected from the distribution were later analyzed with the help of Microsoft Excel.

**Data Analysis Procedure**

To analyze the result, the researcher first input the data into Microsoft Excel. The result of each items were counted and calculated into percentage form. The researcher coded ‘SA’ for Strongly Agree, ‘A’ for Agree, ‘D’ for Disagree, and ‘SD’ for Strongly Disagree. After finding the percentage, the result of each items were converted into diagrams form to ease the analysis process.

Once the diagrams completed, the researcher analyzed the result by comparing and relating one diagram with another, noting the similarities or differences in students’
attitude, noting the consistency, and finally related the findings with the previous theories. The finding and the discussion could be seen in the following chapter below.

**FINDINGS AND DISCUSSION**

After collecting the data, the researcher had found several findings as will be shown below.

![Diagram 1](attachment:Diagram_1.png)

**Diagram 1**

1. I like the idea of oral presentation in EE class (Diagram 1)

From the first diagram, we can see that from 22 students taking EE class, all of them liked the idea of presentation project with 27.27% of them strongly liked it and 72.73% of them liked it. The second diagram shows similar attitude that overall students in EE class felt enthusiastic toward presentation project. The diagram shows 22.73% highly enthusiastic toward presentation project in EE class and 72.73% enthusiastic enough with presentation project. These two diagram indicates that FEB students showed a positive attitude toward presentation project in EE class. Students’ enthusiasm is in line with Wilson and Brooks (2014) who state that presentation project is an enjoyable activity for
students to practice their language. Masmaliyeva (2014) also mentioned that the reason why most students enjoy presentation project is because it is not boring and no textbooks are used. In rhyme with the first diagram, the third diagram below shows consistency of students’ attitude toward presentation project in EE class:

The third diagram shows that most students disagreed that they disliked the idea of oral presentation project in EE class. The result however, is slightly different from the first diagram. While the first diagram shows that none of the students dislike oral presentation project in EE class, the third diagram shows that there were 9.09% of them who agreed that they disliked oral presentation project in EE class. This probably because sometimes students are not quite sure with their attitude and preference toward presentation project. Students were probably also not quite confidence with their speaking ability.
In the next findings, the researcher found that FEB students generally believed that presentation project is useful for their career development in the future. It can be seen from the diagrams below:

The fourth diagram shows that overall students believed that presentation project in EE class is helpful to enhance their public speaking and communication skill which is important in working world. In rhyme with the fourth diagram, the fifth diagram shows that FEB students believed that presentation skill is useful for their career enhancement in the future. From the two diagrams, none of the students showed disbelief that presentation project is helpful for their future career.

This finding is similar with the finding of Miles (2009) who found that university students believed that oral presentation is useful when they have to do a business presentation project in their career. This finding also in line with Zivkovic (2014) finding that students believed communication skill could help them communicating with others.
Since FEB students are related with business matters, it is understandable that they were aware of the demand in the workplace.

Still in relation with career enhancement, the researcher also found students’ attitude toward English presentation project in relation with the issue of ASEAN Economic Community which is addressed by Ravirot (2015), and the result can be seen below:

From the diagram above, it can be inferred that most FEB students believed that presentation skill learnt in EE class would increase their chance of competing in the issue of ASEAN Economic Community with 31.82% of them showed strong agreement toward this statement and 63.64% of them agreed. Students’ attitude confirmed what had been stated by Ravirot (2015) that with the emerging issue of AEC, rapid changes in globalization happened and it demanded new skill, therefore teaching presentation skill in EFL class is very essential. This finding also shows that most FEB students were aware
of the issue of AEC as well as the demand and the competition caused by it. However, compared to the fourth and fifth diagram, the sixth diagram shows slight difference in which 4.55% of them still show that they disagreed with the helpfulness of presentation project in relation with AEC issue. Compared with the two previous diagrams, the sixth diagram has the least respondent picking the ‘strongly disagree’ choice which probably means that the students were not really sure about the statement about AEC or they did not have enough knowledge yet concerning the issue.

In relation with language and communication skill, the finding suggests that most FEB students believed that presentation project in EE class could improve their English communication skill and their English language skills in general:

These two charts show consistency on the students’ belief without any significant difference. It is similar with the finding reported by Masmaliyeva (2014) who found that the majority of the students agreed that presentation activity increased their fluency and accuracy in English.
Additionally, diagram 9 shows that students were consistent enough with their belief that presentation project in EE class could enhance and develop their communication skill in English. However there is a small bit of inconsistency between diagram 7 and 9, where in diagram 9 there are still 4.55% students strongly agreed and 13.64% agreed that eliminating presentation project will not become a problem for the development of their communication skill.

In addition, the researcher also found that most students agreed that they could understand the material of the lesson better when they were doing/presenting oral presentation project. It can be seen from the diagram below:
The diagram above shows that 13.64% students showed strong agreement that doing presentation project could help them to have a better understanding toward the material, with 72.73% shows mild agreement toward this statement. However still there are 13.64% of them who show disagreement that they could understand the lesson material better through presentation project, means some students still felt that oral presentation project is not helpful for their lesson mastery.

In relation with assessment, the researcher found that most FEB student preferred to have oral presentation project than written test which is consistent with the statement that they like presentation project. The result can be seen below:
The next two diagrams above show consistency in students’ attitude. The eleventh diagram shows that all students liked presentation project, and in the twelfth diagram indicates that most student indeed strongly preferred oral presentation rather than doing test. This is understandable because according to Zitouni (2013) students agreed that communication class is more interesting and effective. However there is a slight difference in the result in which in diagram 11 9.09% of them did not prefer presentation project to test. It shows that while most of them liked the existence and idea of presentation project in their class, some of them still preferred to be assessed through written test.

Still in relation of students’ preference in the kinds of assessment, the next diagrams would display the consistent attitude of students’ preference between oral presentation project with written examination/ test:
Just like diagram 13 which has 9.09% of students did not prefer presentation project, the fourteenth diagram indeed shows that 9.09% of them preferred written examination/test. However there is a small bit of inconsistency where in the thirteenth diagram most students show strong preference in oral presentation, but in the fourteenth diagram the students only show mild disagreement toward the preference of written test. It showed that students were probably are not quite sure with their preference in assessment between presentation project and written test. This is probably because the students were not very familiar with oral presentation and already more familiar with written test for assessment. Only few non-English major students in university gain opportunity to do oral presentation in class (Tsou & Huang, 2012; as cited in Wilson & Brooks, 2015).

However, though most of the students regarded oral presentation in positive manner, there is an interesting fact as we can see on the below diagram:
The diagram above shows that despite their positive belief and attitude toward presentation project, the majority of the students still found that they were nervous when they had to do oral presentation in EE class. This is confirming what had been found by Rajoo (2010) that students found oral presentation activity nerve-wrecking and sometimes discouraging. The nervousness itself is probably caused by the unfamiliarity toward the activity. According to Januleviciene & Kavaliauskiene (2011) the lack of confidence as well as the factor of cultural background caused some students to be reluctant to speak in public. Some students are probably also too grammar conscious and lack of exposure (Gan, 2012).

Interestingly, although in diagram 15 above shows that most students felt nervous during presentation, most of them showed disagreement and strong disagreement that oral presentation project is stress-triggering, time-consuming, and burdensome. We can see it from the diagram below:
Diagram 16 shows that 59.09% students disagreed and 36.36% strongly disagreed that oral presentation project is stress-triggering. Only 4.55% of them agreed that presentation project is stress-triggering. We can see that there is a significant difference between diagram 15 and diagram 16. Similarly, diagram 17 also shows that most students were disagree that oral presentation is time-consuming and burdensome. Only 9.09% of them mildly thought that oral presentation project is time-consuming and burdensome.

It shows that although nervousness is a problem for students during presentation project, the presentation project itself is overall not causing much stress to the students. Students also did not feel presentation project make them feel burdened and spend their time. This finding is interestingly contrasted with what had been stated by Beckett (2004) that most students are burdened by oral presentation because it need more effort and ‘time-consuming’ (Wilson & Brooks, 2014).
Still in relation with the findings of students’ positive attitude toward presentation project, the result also shows that most FEB students believed that presentation project could develop their ability in critical thinking. The result can be seen below:

From the two diagrams above, it can be inferred that generally FEB students agreed that presentation project is helpful in developing their critical thinking ability. This finding confirms the statement of Masmaliyeva (2014) who states that presentation project allow students to think critically.

However, as we can see above, there is a small difference and inconsistency in the result. While in diagram 18 there are 27.27% who disagreed that presentation project could develop their critical thinking, in diagram 19 only 4.55% of the students showed agreement that presentation project did not have any effect/ role in developing their critical thinking ability.

In term of creativity, the result also suggests that FEB students believed that presentation project in EE class could improve their creativity in doing assignment:
The two diagrams above indicates that generally FEB students agreed that presentation project in EE class is helpful to develop their creativity. This finding is also similar to Zivkovic (2014) finding that students believed oral presentation promote their creativity and innovativeness.

In addition to the previous findings above, the researcher also found that despite the various attitude toward presentation project, the majority of the students always give their best effort to finish oral presentation project in EE class:
In the diagram above, it can be seen that only 4.55% of them did not give their best effort during presentation project, which means the majority of the students took presentation project seriously and offered their best effort in it. It is probably because students “viewed giving an oral presentation as a challenging, but rewarding, task” (Wilson & Brooks, 2015, p.210).

CONCLUSION

The study aims to investigate how the actual perspective of FEB students toward presentation project in EE class. The findings reveal that most FEB students regarded presentation project in EE class positively. Students generally agreed that oral presentation improve their communication, public speaking, and language skills in general. They also believed that presentation project would be useful for their future career as well as to increase their ability to compete in ASEAN Economic Community.
Most students also believed that presentation project would improve their creativity and critical thinking.

However despite the positive attitude, most students still found themselves feeling nervous toward presentation project. Not all students prefer presentation project to traditional written test.

Seeing from this result, it can be implied that applying presentation project in EE class could be a good form of assessment, and even could replace written test in presentation project in EE and also other ESP class. Teacher could also add more challenge in this activity since most students already regard it positively.

However, since most students also showed that they were feeling nervous toward oral presentation, it is important for the instructor of this course to be aware and actively assist students to overcome their fear. It is also important for the instructor of this course to understand students’ difficulties and share some knowledge and tips in order for the students to be successful in this activity.

By knowing students’ perspective through this research, hopefully it can provide a deeper insight about presentation project and students’ perspectives of it. Through this research, the researcher wishes that the instructor would be able to consider students’ perspectives and attitude before designing activities in EE class. That way, the instructor could make the activities more beneficial and maximize students’ development in language and communication skill.
However, this research has its own limitation. This research only conducted in one class consists of 22 students, therefore it could not measure students’ perspectives precisely. For a further study, it would be helpful to add interview with the students in order to get deeper analysis and more certain data, especially in term of finding students’ reason, motivation, and deeper thought.
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APPENDIX

Questionnaire Items (Indonesia version)

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<th>NO</th>
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<th>Tidak setuju</th>
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<td>Saya menyukai adanya tugas presentasi di kelas EE</td>
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<td>8</td>
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