

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and the suggestion of the English department students' perceptions on presentation activity in Speaking B.

5.1 Conclusion

After studying the data, the researcher draws conclusion below:

Major result of the research on students' perception toward presentation activity in Speaking B is positive. There were 38 items in the questionnaire that received positive perception and no items received overall negative perception. The recapitulated responses of each aspect also show positive opinion toward presentation activity. The result indicates that presentation activity from lecturer guidance to feedback giving and assessment, gave benefits and positive outcome for students of Speaking B on their presentation as well as speaking skill. Presentation activity also contributed positively in enriching students' information and vocabulary of many topics by discussing the topics that presented during presentation performance. In addition, presentation activity also facilitated students in improving presentation skill which can be implemented inside as well as outside academic setting. Therefore, the students' perception toward presentation activity is very positive.

5.2 Suggestions

Based on the findings some suggestions are made:

1. Students in this study have very positive perceptions toward the presentation activity. Many students agree that presentation activity gave benefits on students' presentation and speaking skill after the students followed the activities. Therefore, presentation activity should be continued as speaking activity in Speaking B course. For lecturer and teacher who teach speaking, presentation activity can be an alternative activity for lecturers and teacher to help the students improve presentation skill as well as speaking skill.
2. For the lecturer of Speaking B of English Education Study Program Faculty of Teacher Training and Education of Widya Mandala Surabaya Catholic University, it is suggested to improve the teaching activity toward in delivering the rubric and give the students some tips on dealing with and overcoming nervousness during the presentation performance and motivate the students to be more confident during the presentation. It is also suggested to give more specific feedback about students' weaknesses during the presentation.
3. For the future researcher, it is suggested to develop the questionnaire for more specific research about presentation activity especially hurdles that the students faced during the activity and give specific triangulation about the research design. Therefore, it can help the future researcher to measure the improvements of the students after attending presentation activity.

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