

STUDENTS' LEARNING STRATEGIES IN VERBAL PRESENTATION IN
THE FOURTH SEMESTER ENGLISH DEPARTMENT AT
MUHAMMADIYAH UNIVERSITY OF MAKASSAR

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: May 19,2021 Revised: June10, 2021 Accepted: August 22,2021 Published: August,31 2021</p> <p>Keywords: Learning Strategy Verbal Presentation Extempore Memorandum Clue Note</p>	<p><i>This research aims to identify the learning strategies used by students in verbal presentation in the fourth semester English department at Muhammadiyah University of Makassar and to explain the way of verbal presentation strategy apply by students at Muhammadiyah University of Makassar. In this research, the researchers used descriptive qualitative design. The researcher did not used direct interview or face to face but the researcher conducted the interview via online. The result of this research showed that the students at Muhammadiyah University of Makassar used several learning strategies in verbal presentation, they are extempore strategy, memorandum strategy, and small note strategy but there is the most dominant strategy that used by student in verbal presentation, it is extempore strategy. In delivered their presentation there are several ways, 1). The speaker prepares the material with an outline only then during the presentation it will be explained in detail, 2). The student do not used the script in its delivery, the student only makes preparations by memorizing from the text where the contents are about the information to be conveyed, or 3). The student use note to write key word, several important note or key note. All of the learning strategies in verbal presentation that used by students can help students' to make well their presentation in front of class.</i></p> <p>Keywords: Learning strategy, Verbal Presentation, Extempore, Memorandum, Clue Note.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

English is an international language that is commonly use in the universe. English also has become new subject in the school. This condition make English becomes the second language. In learn second language, the students not only learn about memorizing some vocabularies but also learn about socio linguistic features, cultural differences and grammatical competence. As a new subject, English must be introduced in a more interesting way Interesting learning can occur if the teacher who facilitates them learning English is a creative and innovative teacher (Fajaryani, 2015). The process of education in school, learning activities are the most basic activity which means that it is successfull the achievement of educational goals depends a lot on how learning process experienced by students. Therefore, the students should have a good strategy in learning to improve their skills and knowledge.

In addition, according to Darmayah (2010: 17) the learning strategy is organizing lesson content, delivering lessons and managing learning activities using various sources learning that is used by teachers to support the creation of an effective and efficient learning process. This means that the learning strategy uses various learning resources used by the teacher, such as using teaching aids, textbooks, and index cards in carrying out the teaching and learning process in the classroom so that learning can take place effectively and efficiently.

Verbal Presentation can be considered as the productive skill of the communication which involves other people in conveying the information. Verbal presentation in this research is where the students as the presenters show their knowledge on a particular subject. The subject depends on the teacher or they can choose it by themselves. The students have to do the verbal presentation one by one in front of the class. By doing an verbal presentation, students make small research to discuss with their classmates and deliver important information about the topic to the audience. According to Erwin (2007:1) "Presentation is an active activity in which a person conveys and communicates ideas and information from a group of audiences" This statement can be taken from a presentation if the presentation is an activity carried out by involving other people from the speaker, so that the speaker must be able to make an interesting presentation to follow. In general, audiences are bored because of the topic being discussed or the speaker is not able to convey the material. To apply this presentation learning strategies, of course the students previously did the practice of learning a material. While the teacher instructs what students need to make the presentation. It

should be understood that presentations are the activities of students or groups of students who describe or describe the results of research, learning activities, group activities, and so on conducted in front of the teacher or all students in the class.

In practice, every student wants to show their perfect performance in learning in the class. But the reality on the ground, most of the shame, distrust, and inferiority still often envelops them so that the desire to actualize themselves reap resistance. Study on causes of verbal presentation difficulties faced by students, a study conducted by Juhana (2012) showed that linguistic factors such as lack of vocabulary, lack of understanding of grammatical patterns and incorrect pronunciation are obstacles for students to present in the English class. Abdul (2018) in her research showed that most of the students felt anxiety in speaking because of some reasons. First, it was because the lack of preparation. Second, the lack of vocabulary.. The last was the students felt inconvenient of their classmates eyes. The attention of their friends made the speaker thought t that he/she have to do the best. Besides being able to foster high confidence, the presentation method provides an opportunity for them to improvise explaining what material has been learned and practiced. Students difficulty in speak and deliver presentation is not only felt by students in high school but also the students in university levels also has some difficulty in verbal presentation.

Based on Syamsar (2017) in his research find that the speaking learning strategies to improve self-confidence by EFL students in the third semester at Muhammadiyah University of Makassar in the academic year of 2016/2017 showed result that self speak including speak in front of the mirror appeared as the most applied and popularly used strategies to improve self-confidence or in other words, minimize nervousness. Practice with others came up as the second most applied strategies followed by watch inspirational or motivational videos and join organization or club for the same purpose

Some researchers have conducted similar studies to prove that verbal presentation learning strategies improves students' ability. Mahdam (2014) in his Thesis concluded that verbal presentation are activities that effectives for improving the ability to speak. College student also has a positive attitude towards the implementation of this activity in the learning process. Although there are some weakness, students believe that verbal presentation can help them learn English better in classroom. Then, research from Laili (2015) concluded that

verbal presentation as a technique in teaching and learning is effective to improve students' speaking ability. In her classroom action research to Year-10 students at MAN Trenggalek, she found that students were able to enhance their self-confidence to speak in front of their friends. This technique also helps the students to solve their speaking problem in low participation in speaking class.

Generally, the objective of this study to Identify the learning strategies used by students in verbal presentation in the fourth semester English department students at Muhammadiyah University of Makassar and to explain the way of verbal presentation strategy apply of students at Muhammadiyah University of Makassar.

RESEARCH METHOD

The design of this research was qualitative research. The descriptive method is used to analyze the data. According to Denzin & Lincoln "Qualitative research is aimed at gaining a deep understanding of a specific organization or event, rather than a surface description of a large sample of a population. It aims to provide an explicit rendering of the structure order, and broad patterns found among a group of participants. It is also called ethno-methodology or field research. It generates data about human groups in social settings." The subject of this research was the 4th (fourth) semester students of English Department at Muhammadiyah University of Makassar. The researcher selected eight students as participants. The participants chosen who were active in the classroom and they have strategies in verbal presentation. In collecting data the instrument used interview. The data collection was selected by using purposive sampling technique. In collecting data the instrument used interview.

RESULT AND DISCUSSION

The first findings is there were several learning strategies that used by students, there were extempore strategy, memorandum strategy, and clue note presentation because students who want to carry out the verbal presentation the different ability and behavior therefore students also have different strategy and the way in do presentation in front of the class. There were 8 participants in this research, from eight participants there were four students that used extempore strategy, two students used clue note strategy and one student used memorandum strategy. Every students have their own strategy. According to Dewi (2003:152) based on the

presence and absence of preparation, according to the learning strategies of verbal presentation there are five types of presentation learning strategies, namely impromptu, manuscript, memoriter, small note, and extempore.

The type of speech in the implementation of verbal presentation at the fourth semester English department students at Muhammadiyah University of Makassar using Extempore, impromptu, memorandum, and small note presentation. Based on the research findings there several students prefer to using extempore strategy, it also the most dominant strategy that is because they think they can deliver systematically / sequentially if use this strategy and they can understand my material use that strategy. To mix their mind and their skill in public speaking they try to use it cause they can't memorate the words like people do in general. It related with the findings of Ambarwati (2018) said that the extempore method is a force best for most presentations public because it makes use of aspects best of the other three methods, by balancing weaknesses all. Exercise is a requirement for extemporaneous speech. After the speech was researched and structured, the speaker can train speech.

Besides that, there are several students who is forgetful person so she prefer to written the keyword and unfamiliar word in a small note as the reminder when they forget the material. And in the other hand there are students prefer using memorandum presentation because they are the type of people who finds it difficult to speak in public if not conceptualized. Therefore they conceptualize what they want to present later and memorize it. But, the most dominant learning strategy used by student in verbal presentation is Extempore strategy. According to Fitri (one of the research subject participant) Extempore strategy is the best type of presentation to do compared to other types. The speaker prepares the material with an outline only, then during the presentation it will be explained in detail.

From the summary above, the researcher concluded that the learning strategies that the students used in verbal presentation based on the characteristic of each students.. Bad or good the verbal presentation of someone are depend to the effort of someone. The researcher did not compare students' strategies with one another because this present study only focused on active students strategies in classroom. It related with the theory from DePorter and Hernacki (2000) stated that a person's learning style is a combination of he absorbs, and then

developing and processing information. Ability absorb information each student tends to different based on learning modalities.

As has been presented on findings, results in interview showed that research subject had various answer towards the question of their strategies on learning verbal presentation. Based on the data found from interview, the researcher found the students learning strategy in verbal presentation used by students in the fourth semester English department at Muhammadiyah University of Makassar.

The first strategy is Extempore strategy. The students will read or searching about all the materials that related with the presentation, after that they give underline/bold the main point of the materials then try to understanding. The speaker prepares the material with an outline only, then during the presentation it will be explained in detail. When the students use this strategy they can deliver systematically / sequentially, most likely the speaker in delivering it attracts the attention of the listener, because it does not refer to the script or memorization, but does not deviate from the outline of the material.

The second strategy is memorandum strategy. The student do not use the script in its delivery, the student only makes preparations by memorizing from the text where the contents are about the information to be conveyed. This strategy just using by the students that have good memory.

The third is note presentation, in this strategy the student use note to write key word, several important note or key note. It use to make easier the presenter to remember the outline and then the presenter developed or described their material. According to Johan (2019) “The discussion with cards contains descriptions according to the listener's reasoning, but the essence of the presentation is still adjusted to the purpose of the conversation. The speaking technique is free, natural, and according to the audience's response level. With advances in information technology, this model is done with an "electric card" in the form of a power point, so there is no need to hold the card”.

CONCLUSION

The students' learning strategies that used in verbal presentation are extempore strategy, memorandum strategy, and small note strategy but there is the most dominant strategy that used by student in verbal presentation, it is extempore strategy. Most students choose their own strategy that suitable with theirselves. They can deliver well the presentation in the class using this strategies and it can improve students verbal presentation also.

In teaching learning process, an added value for innovation and creativity if a teacher can apply learning that not only assesses students in terms of knowledge and skills, but no less important must also pay attention to know the learning strategy of student that used in learning process. In modern education system learners are expected to process an increased degree of autonomy and show initiative in learning processes, inspecting learning materials and understanding contents. Besides that, the teachers should give more motivation to the students in order that the students can be motivated in use their learning strategies to enhance their ability by using some method in teaching learning process.

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