

COMMON MISTAKES OF STUDENTS IN MAKING PRESENTATIONS

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Abstract:

The aim of the research is to observe the activities of the students in academic speaking classroom, to analyze the student's problem in presenting the academic speaking presentation and to identify the student's special needs in academic speaking presentation. The method used in this research is field research that is qualitative, while the analysis of the data used descriptive analysis. The focus of the research is on the student's difficulties in presenting academic speaking presentation.

Keywords: Academic Speaking, Presentation, Communication

Introduction:

Speaking is a constructing meaning interactive process which is comprised producing and receiving information (Brown, 1994; Burns & Joyce, 1997). Speaking is viewed to be at the heart of second language learning among the four language skills (Egan, 1999). A common problem confronted among English language learners in Indonesian context is that they can understand what they read and write despite the probability of making mistakes in writing and understanding the text incorrectly; yet, they are not being capable of transferring their feelings, and ideas through oral language.

Academic speaking is similar in many ways to academic writing. It is linear, explicit, it has one central point and it is presented in standard language. Academic spoken style is also similar in many ways in that it is formal, explicit, hedged, and responsible. However, it is less complex and objective than written language. In general, this means that when someone is doing academic presentation he should avoid colloquial words and expressions. So, it is the responsibility of the speaker in English to make it clear to the listener how various parts of the talk is related.

Speaking in academic context is becoming increasingly important as teaching methods change to involve more group work, joint project or group mark. Students in higher education are not seen to be pulling their weight in collaborative work. It



is therefore important to try to be more of what is involved in seminar or group activity and to learn some of the interactional language that is used there. It is important to practice making presentation, taking part in discussion on academic topics and so on. When speaking in an academic context, facts and figure are given precisely. Thus, in any kind of academic speaking, it is necessary to make decisions about the stance on a particular subject, or the strength of the claims. Therefore, in academic speaking the speaker are responsible for demonstrating an understanding of the source text by providing the evidence and justification.

Main part: Student's problems in Presenting Academic Speaking Presentation In presenting academic presentation, time management is important to manage the presentation time. As quoted from MTD training on "Successful Time Management", successful time management will help the presenter to become more effective in completing the task that presenter need to complete to present to the audience, so there is more time available for presenter to spend on the things that are important to presenter. In fact, most of students have lack ability in managing the time of their presentation. They cannot manage the time presentation to become effective. Moreover, the students do not know how to spend their time to tell the most important point that they need to share to the audience, yet they only tell all what they have written in their power point.

In line with the time management, the University of Georgia explains in detail about ten strategies for better time management. One of the strategies is the presenter need to know how to spend their time in presenting the academic presentation.

Here the researcher adapts those seventeen essential times management into several points is needed to be analyzed on student's academic speaking presentation.

In sum up, most of the students of English Education Study Program of Teachers Training and Education Faculty of Muhammadiyah University are lack of: 1) Goal setting on their academic speaking presentation, 2) Prioritization on what the essential point need to be presented, 3) Selfawareness on themselves, while they present the presentation in front of the audience, 4) Self-motivation while presenting the materials, it connects with self-awareness; if students have improved their self-awareness so they will have a great deal of the information that they need to motivate themselves. In short, the students need to be able to motivate themselves to take action; 5) Planning, most of students are not planning the materials well so they are not able to manage their time to present the academic presentation; and 6) Communication skill, strong communication skills will enable the students to build supportive relationships with



the audience while presenting the materials, in fact not all the students have good communication skill.

Conclusion: Students need a lot of opportunity to develop and practice communication skills. Communication skills are required by students (future specialists) whether they are expected to give presentations at conferences, symposia or other meetings. Because of the necessity for these skills, students need instructions and guidance in preparing, organizing and delivering oral presentations. Oral presentations have become a useful and effective way to increase students' awareness of communication skills. Thus, students' presentations become an important element in delivering positive learning experiences. They are an integral part of almost every professional environment, as professionals need to communicate with other professionals at meetings, seminars, conferences. So, teaching students to design effective oral presentations implies training them insightful and well-trained thinking strategies. Improving the quality of presentation actually improves the quality of thought, and vice versa. This is the ultimate result of a successful presentation. This innovative framework provides a holistic approach in assessing a student's performance based on the content and the delivery of their presentation.

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