Enhancing Students' Voice from A Meaningful Presentation

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Article Info

Abstract

The new curriculum adds presenting as one of the skills in language subjects including English. The practice aimed to find out the effectiveness of presenting skill in enhancing students' voice to communicate. The practice applied qualitative design by using a problem-based approach. The focus groups of participants were 8th grader students in Brighton Junior High School, Depok. Problem-based approach helped students to figure out the topic that found their interest and helped them to figure out the important topics to be presented to their teacher. The topics that were found by students not only presented as a description but as a suggestion, critics and an offering to be applied at school. Therefore, a meaningful presentation is a further way for students to express their idea in a good way, so that teachers could show their care towards students' voice. Problem-based approach could be the best way to let students explore their surroundings and build their empathy. Furthermore, the topics that they have found can be facilitated by the teacher to be presented to the school leaders as their consideration to apply it.

INTRODUCTION

The decision of adding presentation as one the skills in English has been stated by the government since the launch of "Kurikulum Merdeka." It gives a good opportunity for the teacher to review the use of presenting in the class. Students are likely to get the assignment to create a presentation related to only a topic in each subject. It makes them consider that presenting is just copying the whole topics to the slides. It removes the importance of PowerPoint to become power reading. As it is written in the Oxford English Dictionary, presentation is an activity which is done by a person or a group to share

information to the audience. Sharing information is not only about delivering your material, but also ensuring that the audience is there with the presenter. Presentation is not lecturing. In lecturing, the audience is the one who needs to try harder to understand. In the presentation, the presenter is the one who needs to try harder to make the audience understand. In order to make the audience understand, Hammad (2020) stated that the key of a successful presentation counts on the presenter's skill to deliver the content. However, students are likely to get the assignment to create a presentation related to only a topic in each subject. It makes them consider that presenting is just copying the whole topics to the slides. The habit of using presentations in schools is not directed towards students' self-development in exploration and public speaking, but still tends towards lecturing. A meaningful presentation enhances students' voice to prepare their critical thinking and communication skills to adapt with the 21st century skills.

The practice was developed by using a problem-based approach where students are given some problems that are happening in the education field. The problems were taken from the video and article that were considered close to their life. Problem-based approach was the adaptation of Problem-based learning. Duch et al., (2001) in Syafrizal & Syahputra, (2020) stated that Problem-Based Learning (PBL) is a teaching method where students get the opportunity to solve the provided problems by conducting research to find the facts and concepts before presenting it to people as a life-long learning contribution. Teachers need to make a good time table to plot the strategies in giving students the opportunity to start solving the problem (Le, 2019). Providing a problem such as *What is school for? Why should we sue the education system?* could boost students' interest to participate in education. Those problems were taken from the videos of Prince Ea Youtube channel where students not only need to pay attention to the content but also the way he explains something to the audiences. Teachers need to provide time to discuss with students, talk about the videos and connect it to the real problems found in Indonesia (MH et al., 2021). It helps students to recognize the importance of being critical about what's happening around us. Once students are able to connect it, they need to start doing their finding and create their own group. While the students are doing their

finding, teachers apply an inquiry after research by showing what's needed to deal with real-world problem-solving skills, such as real-life data and the study related to examined study (Tohiri, 2021) .

21st Century Skills

The development of the technology needs to be followed by teachers since their students might advance in the use of technology. The adjustment of technology can be developed by using 21st century skills. Kartini et al., (2022) stated that the use of technology needs to make students be able to use and produce the information rather than to memorize it. The ease of getting information might open a good way for students to solve problems that the students have observed (Hendayana, 2023). In Indonesia, the ministry of education (2022) defined that the skills of the 21st century are communication, collaboration, critical thinking, creativity, and citizenship.

RESEARCH METHODOLOGY

The practice was conducted in Brighton Junior High School for grade 8 of English class. The participants are both classes of 8A and 8B who were divided into some groups. One group consists of four to five students. They need to conduct research on a problem and present it to a meaningful presentation.

RESEARCH FINDINGS AND DISCUSSION

The problem-based learning was defined from the title found by each group of students.

No.	Group	Title
1.	Group 1	Why homeworks need to be changed?
2.	Group 2	School sucks if ….
3.	Group 3	Understand more about your brain power
4.	Group 4	Why do we have a crush on someone?
5.	Group 5	Is it important to have a sign language extracurricular at school?
6.	Group 6	Understanding ADHD for educator and parents

Table 1. Problem-based result

As it is seen from table 1, letting students do research by using problem-based approach results in a good finding that can impact educational fields not only limited to educators but also parents.

The summaries of 21st century skills were defined from the process of findings.

No.	Skills	Implementation
1.	communication	Students are able to build good communication in order to find the problem from the background of the presentation.
2.	collaboration	Students are able to have a good collaboration by dividing the role to get the data and to make each part of the presentation.
3.	critical thinking	Students are able to find a good problem to be analyzed and presented as it is seen in table 1
4.	creativity	Students are able to present in a good way by paying attention to the content, organization, and delivery.
5.	citizenship	Students are able to focus on each presentation and think about the impact of their research.

Table 2. 21st century skills result

Table 2 shows that a meaningful presentation helps students to boost their 21st skills in order to adapt in this industry 4.0 where technology develops well. Students also stated that having a meaningful presentation helps them to develop more skills. In this regard, some students said that: *about the way we think and the way we express ourselves, Good communication, and not be shy to speak, It increases my knowledge, increase my chemistry with other friends, and to fix our grammar/sentence, Surprisingly softs skill like public speaking and other, things that changed my mindset a lot, and English topic!, To communicate better and studying isn't always about book or ppt it's about the explanation and talking to the teacher relating the topic.*

DISCUSSION

The practice aimed to find out the effectiveness of presenting skill in enhancing students' voice to communicate. It means teachers need to allow

their students to explore what suits their interest the most. The exploration is given to deal with the finding which has been published by (Cohn & Ravindranath, 2014). They discovered that one of the challenges in doing a presentation is comprehending the content itself. In allowing students to meet their own topic helps students to understand the topic deeper which can be really a new knowledge for both students and teachers. By having a good understanding of the topic, they will deliver, students are able to divide the good role when they have to present. It shows that students are ready to make the content and also prepare to execute the presentation. It aligns with Hammad, (2020 and Seals, (2022) that the students' perception of the topic given for presentation affects the way they react towards the process of researching and executing the presentation.

8th grader students need to be prepared for the next step towards the Asesmen Nasional which will be held by the government. The assessment focuses on students' literacy and numeracy skills to become the result of a school report. They will represent the school to be evaluated by the government as the school's reflection. Besides, it's not limited to only the assessment but the skills itself.

Understanding the way to present means understanding how to be a good citizen in seeing things around us. The benefit of applying a meaningful presentation helps students to be able to sharpen their 21st century skills which will help them to adapt and survive in this era (Wang et al., 2020).

Having those skills make students a good Generation Z to break all the bad stigma towards them (Anderson & Oberweger, 2020). Their ideas like sign language and add are the ideas that need to be considered by teachers and parents to study. Students can get good information by knowing how to get good data and how to filter it.

CONCLUSION AND SUGGESTION

Meaningful presentation is defined as an opportunity provided by teachers to let their students explore. Applying a problem-based approach is able to enhance students' voices. Its effectiveness aligns with students'

comprehension toward 21st century skills which helps them to adapt more in this era.

The practice is addressed to 8th graders students in Brighton Junior High School as their first introduction to the new additional skills in Kurikulum Merdeka. Knowing the concept can help students get used to presenting well to suit any topics that they will face later.

The writer recommends all teachers who read this to take their time to think about the best strategy for their students. The strategy needs to be able to take students' interest toward the possible problems that teachers can facilitate as the suggestion for school. Teachers need to willingly provide opportunities to bring the presentation to a pitch to deliver its importance to the school leaders.

Therefore, presentation is a good way to introduce students to a lot of skills they need to acquire to make a good impact.

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