

Chapter One

Introduction

This chapter has six points. The first is the background of the research. The second is the statement and limitation of the problem. The third point is research question followed by the objective of the research and the significance of the research, and the last is outline of the research.

Background of the Research

Language is a tool for communication. Language, as stated by Torkey (2006, p. 13) “is a means of thinking and transferring culture from one generation to another as well as from one nation to another.” To be able to communicate with other people well, people learn languages including English as an international language. In Indonesia, English is learned by students from elementary school until college levels. Students should learn and practice English well.

Learning English includes four basic skills. They are listening, speaking, reading, and writing. In teaching and learning English, students need more speaking ability to communicate. Tarigan (1981:15) cited in Kusmaryati (2008) stated speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. It is a skill which communicates the speech sound for expressing and conveying a messages or ideas. In addition, Al-Mashharawi (2006, p. 4) stated that “speaking is fundamental and basic to human communication.” Therefore, speaking ability is very important for students.

Speaking ability is needed in many classroom activities, including presentation in the classroom. Speaking ability is needed for student's presentation in front of audiences. Ability to speak to an audience is one of the greatest benefits for students in higher education (Emden & Becker 2004). This ability is an important indicator for students' success in English learning. Related to presentation which involves speaking in the classroom, it can be used to see the students' speaking ability.

Presentation is one way in which a person communicates to convey information in front of the audience. According to Levin & Topping (2006), presentation is a talk or speech given by a presenter to an audience of two or more people. Noer (2012) stated that presentation is communication, from the voice, picture, and body language. This means presentation involves the capability to communicate with others.

Many times, presentation that involves speaking ability to speak in front of the public brings some problems to the students. They feel nervous, panic, and afraid during presentation. According to Black (2006, p. 1), "most of us at one time or another have experienced the panic, sweaty palms, blank minds, and wobbling voices that sometimes accompany this."

Although presentation can bring problems, it can be learned and developed with strategies. Practicing is a strategy that the students can do. Therefore, students should know about strategies to prepare presentation with hope that it can help students to do presentation in the classroom. It was supported by Esposito (2000), that to prepare the presentation, a presenter must make a full commitment

to do what it takes to learn and apply the strategy that reduce fear and build confidence.

Based on the experience of the researcher and other students at the English Education Department (EED) at Universitas Muhammadiyah Yogyakarta (UMY), the students have to present individually or in a group. In the presentation students should speak in front of classroom. When the students are doing presentations in the classroom they face some difficulties. They often have difficulties in using English for presentations. They were confused to convey the ideas. They were also afraid of making errors, felt nervous, panic, anxious, and were shy to speak in front of class.

The presentation in fact can be used to train students' mentality to be braver in expressing their ideas or opinion in front of the classroom. Other than that, students can train themselves to overcome the problems in a presentation in front of classroom using some strategies. Because this activity gives EED UMY students opportunity to practice English, the students can also build their confidence to use the target language by practicing English in front of classroom.

Based on the explanation above it is important to know the level of the students' difficulties during presentation. It is also important to know of strategies used by the students during presentation. Therefore, the researcher was interested in doing a research which focuses on the EED of UMY students' difficulties and strategies in presentation.

Statement and Limitation of the Problem

EED UMY applies presentation in teaching and learning process. When doing presentation, EED UMY students face difficulty. They often have difficulties related to their feeling and their language. They also use some strategies to prepare presentation in classroom. This research will focus on the EED of UMY students' difficulties and strategies in presentation. The difficulties were related to the feeling and language factors. The strategies were related to preparing the content and practicing the presentation. The classroom presentation in this research included all the presentations in English in the classroom done by batch 2014 EED UMY students.

Research Question

The research questions are:

1. What is the level of EED UMY students' difficulties in classroom presentation?
2. What is the EED UMY students' strategies to prepare classroom presentation?

Objective of the Research

The objectives of this research are:

1. To find out the level of EED UMY students' difficulties in classroom presentation.
2. To find out the of EED UMY students' strategies to prepare presentation in classroom.

Significance of the Research

The researcher hopes that this research will give benefits for the researcher, students, the lectures, and the next researchers.

For the researcher. This research will give benefits for the researcher as a student and prospective teacher to get more understanding of the difficulty faced by students and strategies to improve presentation.

For Students. The researcher hopes that the results of this research can help any students who experience difficulty in front of the classroom presentation. Then, students are encouraged to speak English in front of the classroom or in public speaking.

For Lectures. The researcher hopes the results of this research can be important information for the lecturers of EED UMY. To help students EED of UMY, the teachers can provide a solution for their students in facing difficulty in classroom presentation.

For the next researchers. This research hope this research can be used as a reference.

Outline of the Research

This research consists of five chapters. In chapter one, the researcher explains introduction of the research which presents background of the research, statement and limitation of the problem, research questions, objective of the research, significance of the research and the outline of the research. In the second chapter, the researcher presents a review of literature on definition of speaking, presentation, structure of presentation, difficulties of presentation, and strategies to prepare the presentation. In this part, some theories which are related to this research will be discussed. This chapter also provides the reader with the conceptual framework. Then, chapter three discussed research methodology including research design, research setting, population and sample, data collection instrument, data collection procedure, and data analysis. The next chapter is chapter four which discusses the research finding and relates the findings to theory reviewed in chapter two. The last chapter is chapter five. This chapter discusses the conclusion that presents the summary of this research and also provides several recommendations for students, for lectures and for other researchers.