

Chapter Two

Literature Review

In this chapter, the research to discuss some key words. They are speaking, presentation, structure of presentation, problems of presentation, strategies to prepare the presentation, review of related studies and conceptual framework.

Speaking

According to Cameron (2001, p. 40), “speaking is the active use of language to express meaning so that other people can make sense of them.” Brown and Yule (1999, p. 14), stated that “speaking is depending on the complexity of the information to be communicated.” Moreover, Richard and Renandya (2002, p. 210), stated that “speaking is one of the central elements of communication.” Thus, speaking is the key in communication and needs the ability in order to communicate well.

According to Richards (2008), the mastery of speaking in English is a priority for many second-language or foreign-language learners. Meanwhile, Lucas (2001) said that speaking is considered to be more complicated than general everyday conversation and a number of skills are therefore included in the speaking delivery process, e.g. choosing topics and adapting to listener feedback. Moreover, Melia (2011, p. 2) states that in speaking, “the speaker is not only known about the competence of speaking but also performance of speaking so that other people can

catch the idea of the speaker.” From the explanation above, speaking ability in English is competence needed for students.

Presentation

According to Mandel (2000) presentation is a type of speech. The usual presentation seeks to inform and give insight to a person of a topic. As stated by Tkachenko (2014, p. 232) “a presentation is a speech or talk in which a new product, idea, or piece of work is shown and explained to an audience.” From the definition of presentation above, presentation is the speech or talk about an idea explained to an audience. A presentation requires presentation skills to make the audience understand using techniques and principles about presenting.

According to Tkachenko (2014, p. 232) “presentation skills are the set of techniques and skills required to successfully present oral information to other”. Furthermore, Wilder (2008, p. 3) stated that “the presentation overview forces you to plan your messages and think about how you want your audience to respond during your talk.” So, the main purpose of presentation skills is to have the audience understand and remember a certain amount of information. The latter is what the presenter want the audience to take away with them after listening to what the presenter wants them to do and what they should remember.

Structure of presentation

Structure is one important part in presentation. This is the structure of presentation: introduction, body and conclusion. According to Anholt (2006, p 9) “(1) the introduction provides the background and perspective necessary to appreciate the remainder of the presentation. (2) The body of the presentation, usually the largest section, conveys new information to the audience; this section can often be divided into distinct, interrelated subsections. (3) The conclusion summarizes the presentation and should provide the audience with a clear take-home message.” The structure of presentation is a part for students presentation in front of the classroom.

Problems of presentation

There are some problems the students face in doing the presentation. Some are related to the psychological factors and some are related to the language factors.

Those problems are presented by some studies stated in the following:

Nervousness. According to Chivers & Shoolbred (2007, p .7) “most people feel nervous about the public performance required for a presentation, even if the audience is only one or two people instead of a larger group.” Nervousness is the factor most often cited by people when asked what makes them uncomfortable about making a presentation.

Anxiety. According to Chaplin (2006) Anxiety is a feeling of fear and anxiety become a problem for students. Furthermore, King (2002, p. 404) stated that “anxiety causes performance to deteriorate and actually affects novice speaker’s self-esteem. Presentation can be a face-threatening activity, particularly for some students.

Exley and Dennick (2004) stated that there are some reasons for anxiety. The first is lack of confidence. When the presenters feel that the audience know more about the topic and are better presenters they feel lack of confidence. The second is felt like in the strange place. It is a feeling when the presenters do not spend a great deal of time speaking formally in front of others. The third is sense of vulnerability. When the presenters feel alone and become a centre of attention; the audience may be judging the performance. The fourth is feeling self-conscious. This happens when the presenters feel shy about the accent, the pitch of voice or the image. The sixth is fear of making mistakes. The presenters worry if they will forget what they want to say, or stumble over their words. Al-Nouh, Kareem and Taqi (2015) stated that fear of facing the audience and the instructor was reported by most studies as the worst fear of all in presentation. Fear in the presentation will result in some sort of disaster, leaving a presenter feeling embarrassed or humiliated.

Panic and Stress. According to Bradbury (2006), many people feel panic and stressed before they have to give a presentation. Furthermore, Siddons (2008, p. 104) stated that “in the same way that our body shows that we are stressed in several ways: sweating, rapid breathing, sighing and exhaustion, loss of concentration, and

sharpened senses/sensitivity to light and noise.” Experiencing panic and stressed in presentation makes mental worsen over time.

In addition, before making a presentation, sometimes presenters feel nervous and could be seen from their body language. As stated by Siddons (2008, p. 98), “the feelings we sometimes get before we make a presentation; the butterflies in the stomach, the feeling that we’re not totally in control, the dry mouth, the hands that are suddenly too big, the increase in heart-beat, the cold sweat, the trembles.”

Language, grammar, and vocabulary factor. Rajoo (2010, p.45) stated that the problem with common faced students in presentation is related related to language, grammar and vocabulary. They are not able to speak well in English, making grammatical errors, wrong sentence structures, wrong pronunciation, and lack of vocabulary.

Based on the problems stated by the experts above, there are many potential problems that will be faced by students in presentation. Those problems have a negative impact on the students’ mentality, therefore the students need strategies to prepare the perfect presentation.

Strategies to prepare Presentation.

Here are steps in the best-known strategies to prepare the presentation in the classroom. According to Rajoo (2010, p. 47), there are several strategies. They are:

“Searching Various Information. Before getting started or deciding on a topic for the presentation, it is vital to do a little research, as this will greatly improve a student’s speech. Students must read widely as it will help them to get a variety of ideas.

Watching Video. Students should make an effort to watch video clips of various samples of oral presentation. They should not merely rely on the prescribed textbooks for information and samples of video clips. They should explore other reference materials as well.

Write down some main ideas. After determining the topic to the presentation, students should then seek more information on the topic they have decided. During the process, they should write down main ideas first and then build a presentation around the selected points. This is essential as it will help the students to set a clear and precise general purpose, specific purpose and central idea of the presentation.

Checking grammar. It is important to pay particular attention to the use of correct grammar, choice of appropriate vocabulary and good sentence structures.”

Practice. Templeton (2010) proposed some strategies in practicing presentation. The first is practice and then practice again. Being completely comfortable with the material eliminates the possibility of surprises. The second is to prepare a practice schedule and stick to it. The practice should be reasonable and provide. The third is to practice in front of a mirror and in front of friends. Feeling comfortable with what is going to say will increase confidence. The fourth is feeling relax. Practicing deep abdominal breathing before practicing presentation and immediately before the presentation will be useful. The fifth is taking the day before the presentation off. This means there is no practice on the day prior to the presentation. Sleeping well, and eating a light meal several hours before the presentation are recommended.

Additionally, there are some suggestions for students in presentation. Hamm (2006, p .38) gave suggestions: “First, to state the point clearly and limit to one main point and state it clearly and succinctly. Explain main point. Support the main point with evidence from other sources. Conclude or restate the main point. Second, practice with others (roommates, friends, etc.). State the idea in five or six different ways in order to solidify the idea in the mind and get beyond a set phrase, or a single way of expressing the idea. The third is speaking, not reading. Using note cards as cues means not reading the notes. The purpose of a presentation is to give the audience the ideas about a topic, not to read out a mass of unsynthesized data. The four is staying within the time limit. Practice is critical for staying within the time assigned, not overloading a short presentation with too many extras and too many

visual aids, overheads, etc. Only use visual aids as critical illustrative material to support a specific point means visual aids you must take time to explain them.”

Based on the explanation above, some strategies are needed to solve difficulties in presentation. It also shows that the strategies are various. The strategies can be applied by the students to make the presentation better.

Review of Related Studies

There are many researchers who conducted studies about presentation. The first, Enein (2011) conducted her research entitled “*Difficulties Encountering English Majors in Giving Academic Oral Presentations during Class at Al-Aqsa University.*” This study aimed to identify the main difficulties encountering English majors at Al Aqsa University of Gaza while giving academic oral presentations. To achieve the aim of study, the researcher applied two instruments, a questionnaire and an interview card. Through the interview card, the researcher elicited difficulties from forty seven English majors using main criteria of academic oral presentations. More difficulties were deduced from 154 students under three domains through the questionnaire. The sample of the study consisted of one hundred and fifty four junior and senior English major students forming (40%) of the population of study. These subjects were randomly selected to participate in the study. According to the questionnaire, the following results were reached: More than 58% of the students were in consensus that “Speaking don’t act cheerfully and smile when speaking”, Presenter is unable to use tools such LCD and power point effectively”, “Speaking don’t keep eye-contact with audience”, “Speakers don’t stick to the objectives of the speech” and “Speakers don’t

use appropriate transitional words and clear signals” were serious difficulties encountering English majors in giving academic oral presentation. In light of interview card, these findings were found: “purpose statement of the presentation isn’t explicit”. “there isn’t a good choice of the topic”, “objectives aren’t clear”, “there isn’t a good connection of ideas”, “there aren’t well structured and clear conclusions” and “the presenter doesn’t use suitable gestures to keep audiences attention” were major difficulties encountering students in giving academic oral presentations through the main criteria of academic oral presentation of the interview card. Moreover, results showed, according to the two tools, that there were no statistically significant differences at (≤ 0.05) due to classification. But there were statistically significant differences in favor of females due to gender through interview card.

The second, Hasanah, Salam, and Riyanti (2011) carried a study entitled “*Students’ learning experience in conducting class presentation*” The purpose of this study is to describe students’ constructive, self regulated and collaborate learning experience in preparing and delivering class presentation. This research also gathers data about the difficulties the students encounter in this activity. Students’ opinions about the benefit of conducting class presentation were recorded as well. The data were collected through observation and interview. The research findings showed that the students had experience constructive, self regulated and collaborative learning. However, there was a room for improvement of their learning strategy in order to get optimal experience in learning when they conducted class presentation. Students also

stated some difficulties in conducting this technique. They stumbled upon nervousness, language and group work problems.

Conceptual framework

The conceptual framework provides the research focus supported by the related theories. This research focuses on the EED of UMY students' difficulties and strategies in presentation. There are some theories that are used to answer the research questions. This is a part of the literature review that poses a major difficulties for many students. Some theories explore the research questions about what is the level of EED UMY students' difficulties in classroom presentation and the strategies to prepare presentation in classroom. The conceptual framework for this research is presented in the figure below.

Figure 2.1 Conceptual Framework