Chapter Two

Literature Review

This chapter provides review of past literature. The points which will be discussed are active learning, presentation, classroom oral presentation, types of presentation, benefits of doing presentation, the challenges of doing presentation, and ways to conduct good presentation. The researcher gives an explanation about the challenges faced in presentation and ways to conduct the presentation in the following section.

Active Learning

In teaching English, there are several approaches to apply. Hattie (2009) said that student-centred learning, problem-based learning, and experiential learning are some approaches in learning. Those approaches are developing active learning for student in the classroom. Further, according to Prince (2004) active learning is a learning where the students engage in activities such as reading, writing, discussions, or problem-solving that promotes analysis, synthesis and evaluation of the class content. The active learning makes the students involve in the teaching and learning, they can experience the feeling of being active in the class. In addition, Herder (2006) said that active learning is to slowly engage the students in the decisions that are made in the classroom. The students also can use their environment's problem as the case of learning in the class.

In active learning, the teacher uses different methods to engage the students to become active in the classroom. According to Faust and Paulson

(1998), there are some activities in active learning in the college, such as role play, debate, panel discussion, oral presentation, and concept mapping. In role playing, students act out a situation or incidend. By doing so, they gain better understanding of the concepts and theories being discussed in class. Panel discussions are particularly useful as a way to include the entire class when students give class presentations or reports. A variation on the panel discussion, formal debates provide an efficient structure for class presentations when the subject matter easily divides into opposing views or pro/con considerations. Concept mapping is a way of illustrating the connections that exist between terms or concepts covered in class. Then, the oral presentation is activity that makes the students active because speaking in the classroom will attract other students' attention.

Presentation

This part explores the definition and the types of presentation. The definition of presentation performs in general context. The types of presentation present to know the aims of each presentation. The definition and the types of presentation present in general context to show the definition and types of presentation in academic purposes.

Definition. There are two elements in presentation. They are the presenter and the audience. The presenter gives the explanation or information to the audience. According to Cassie and Constantine (1977) as cited in Al Muhdor (2015) presentation is speaking in public. It means that

presentation is the way of communication to convey a message from the speaker to the audience. Also based on Hornby (2000), the word presentation means that of showing something or of giving something to somebody. Presentation is the way of the speaker transfer the information. Those definition of presentation can be concluded that presentation is the way to deliver and explain some points to the audience, then the audience will understand about the point easier.

There are aims in doing oral presentation. One of the aims is to make the students share the knowledge. As the presenter, the students should explain the topic given from the teacher. As cited in Kusmawati (2016), Hamm and Dunbar (2005) stated that presentation is a chance for students to explore or explain their knowledge of a topic to the others. Further, Hamm and Dunbar (2005) said that the students will learn about some topic, then deliver the main point of the topic to the others, so the other students will understand the topic.

Types of presentation. There are several types of presentation in teaching and learning English. According to Chivers and Shoolbred (2007) that understanding the style of presentation will help the presenter to explore the main goal of giving this presentation. The speakers can decide the type of their presentation by identify the aim of the presentation or the number of the presenter. Chivers and Shoolbred (2007) categorized the types of presentation based on the number of the speaker :

Individual presentation. The presentation is conducted by one person in front of the audiences. The presenter will find the main point of the information that will be delivered to the audience. The individual presentation makes the presenter should prepare and present the materials individually.

Group presentation. Difference from individual presentation, group presentation focuses on more than one presenter (Yang, 2010). The aim of the group presentation is same with individual presentation, to convey the message to the audience, but the different is the speakers are more that one presenter. The point that will be shared to the audience should devide into each presenters. So, each presenter has same portion to present.

The types of presentation based on the aim of the presentation, according to Chiver (2007) that the types of student's presentation in classroom oral presentation are:

Advocacy/Persuasion. It means that presentation can persuade the audience to make a decision and to do something. This type of presentation is a combination of factual content presented in a believable and positive style. Presenter must communicate clearly and briefly.

Informing. The meaning of informing is to communicate the information as much as possible in the time available. According to Chiver (2007), This type of presentation is used in many organizations where

students or employees are expected to report progress at key stages of a project.

Teaching and Learning. All of presentations must have purpose to teach and learn. Typically, presentation is focused on a topic that will be learned. This can involve new knowledge that extends to how the topic has been previously taught by the presenter.

Assessment. This type of presentation aims to assess or measure of student's skill, like speaking skill. Chiver (2007) stated that some presentations may not be assessed but used as an opportunity for students to practice and further develop their presentation skills, without the anxiety of earning marks for the quality of their performance. There is a tension here for students, as most presentations need quite a lot of preparation time. This time may only be seen as worthwhile if it earns marks towards completion of a unit or module of study. Equally, it can influence students to draw from non-assessed presentations or use a minimum of effort for such events, seeing them as less important for their learning and achievement. This focus on marks earned, rather than experience gained, may influence some tutors to only use assessed presentations.

Classroom Oral Presentation

This part explores about the definition, the benefits and the students' challenges of doing classroom oral presentation. The definition of classroom oral presentation performs in general context. The benefits of classroom oral

presentation present to know how the classroom oral presentation increase students' English proficiency. The challenges that students face in classroom oral presentation present in general context to show the general challenge in classroom oral presentation.

Definition. Teachers use classroom oral presentation as the way to improve students' communication skill. Students' communication skill can be improved by the activities provided in the classroom oral presentation. Osberg (1997), as cited in Hasanah, Salam, and Riyanti (2012), state that classroom oral presentation promotes three learning principles including constructive, self regulated and collaborative learning. Classroom oral presentation is a technique used by teacher to makes the students' communication skill are improved during oral presentation.

The benefits of classroom oral presentation. Doing a presentation automatically enhance the students' English proficiency level. According to King (2002) that students give an oral presentation in front of the class is one of activities that learners have and it included in the lessons to improve the students' proficiency level.

The oral presentation makes the presenters have time to practice their speaking skill using L2. According to Emden and Baker (2004), developing the abilities to speak to an audience is one of the greatest benefits you will ever get from your time in further or higher education. In addition, based on Emden and Baker (2004), as cited Enein (2011), that the benefits of student

presentations will be influenced by the situation but they can be summarized as providing opportunities for the following.

Student-centered participation in their learning. It means that the learning activities is centered in the students. The opportunities make students to explore more about their ability. So, the students have a big part on their learning.

Development of new knowledge and perspectives on a topic. It means that when the presenter gives clear explanation and give good reason on the presentation, so, the audience can learn new knowledge and have deeply understand from the presentation. On the other hand, presentation is the challenges learning for the presenter, because they have to learn how to explain a material for the audience in clearly.

Practice in a known environment/situation. Presentation is a practice for the students in the safely environment. It means that usually teacher ask for the student to present in front of the class for their assignment. So, the presenter only perform in front of their classmate. It makes easily for the presenter because the presenter already knows the audience. Both of the presenter and the audience are familiar each other. So, it makes decrease the nervousness for the presenter.

Increase of confidence to speak and present in front of an audience. Presentation can help the presenters practice performing in front of audience. On the other hand, they have to share and explain their knowledge for the

audience. To present in front of the class, students need high bravery. So, presentation will practice the students to confidence and brave to speak in front of the audience. On the other hand, presentation also can help students to decrease their anxiety.

Another benefit of oral presentations is that they require the use of all four language skills; writing, reading, speaking, and listening (King, 2002). The presenter should research and write the material using English, it uses the reading and writing skill in prepare the presentation. While presenting the material, the presenter require the speaking skill. The student also can act as the audience and practice the listening skill in the other students' presentation.

There is also a study about classroom oral presentation that conclude the four benefits of classroom oral presentation. According to Hasanah, Salam, and Riyanti (2012), first, students believed that they understand the subject better by conducting class presentation. Second, they also learned how to work in a group. Third, they gradually felt more confident after delivering class presentation for so many times. The last, they also felt their speaking ability was getting better. The most experiences the students are, the most they learn about presentation. The student will automatically learn to prepare classroom oral presentation, learn to speak in English better, and learn to work in group.

The challenges of classroom oral presentation. While conducting the classroom oral presentation, students encountered the several challenges. The most common difficulty was nervousness during the presentation. Nervousness was a major challenge which caused challenge in conducting presentation (King, 2002). The nervousness comes from the lack of preparation and the lack of confident of the students in doing presentation. In addition, Tripathi (1991) stated that the causes of nervousness are poor preparation and practice, fear of humiliation, and fear for being evaluated. The students' challenges in doing classroom oral presentation can be from internal or exsternal factors.

The second challenge in doing oral presentation is the dysfunctional group. It is possible that there are dominant members in the groups. Exley and Dennick (2004) referred this as a factor of a dysfunctional group. All presenters in group presentation should contribute in the discussion, but the dominant students might prevent all students to contribute in the discussion. The dominant students responded quickly to audience's feedback. They did not turn to discuss with the other members. They only slowed down when reminded by the teacher to share and discuss with the other members.

The third challenge is the linguistic challenge from the students. According to Juhana (2012) 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. The presenter is

confuse to choose the suitable word in the presentation. Some presenters also have challenge of speaking fluency, sometimes they also say incorrect pronunciation.

The strategies to conduct a good presentation. Presenters can not speak in front of the class without preparation, because presenters want to deliver the message and make the audience understan easily. Hence, presenters should practice, prepare the visual aid, and manage the presentation time. Chivers and Shoolbred (2007) claim that in order to prepare and deliver the presentation, there are some characteristics, which are important to make it effective:

Careful planning and preparation. The presenters should planning what they will do. After planning the activity that can make the presentation good, the presenters prepare the things that support their planning. The presenters choose the points that will be presented in oral presentation. The points should be the important points from the topic, therefore the presenters should carefully choose the point that important and not important. The great choice of it will make the oral presentation effective.

Good time management. In the oral presentation, there are some points to deliver by the presenters. Manage the things that should delivered and manage appropriate time to deliver all of it. The presenters can put more time in some point that really important or maybe difficult to understand by

the audiens. The most important things is that the time are enough to deliver all the points of the topic. So, the audiens will easy to understand the topic.

Relevant and interesting content. A lots of points and contents to shared in one topic. The presenter should select the interesting content to gain the audience's interest. The content must relevant with the topic and the informative. The interesting content will easily makes the audiens pay attention to the presentation. While the audiens pay attention to the presentation, they can understand the topic easily.

Good communication skills. The most explored skill in oral presentation is speaking skill. The way of presenter to communicate to the audience is importance. Good communication skill will makes the message delivered and the audience will give attention to the presenters. The presenters should have power to persuade the audiens and make the audiens believe that the topic that will be shared is important. The presenters also should have good body language and eye contact. Good body language and the eye contact will make the presentation alive.

Appropriate use of technologies. Technologies are good in supporting presentation. Therefore, not all technologies will appropriate, so the presenters should select the most appropriate technology in their presentation. The use of technologies such as power point, prezi, and video visualization. Those technologies make the audiens catch the important point about the topic. Make sure the audiens not distracted by your technology

visualization during the oral presentation. It will make the audience not interest with your presentation. s

Clear supporting documentation. The documentation for remind the presenter about they have deliver in the presentation. The documentation can be the print out of the slide or a note that related to the presentation. It is also to evaluate how the presenter do the presentation. Hopefully, the presenter will manage the presentation better.

A suitable audience participation. In the classroom oral presentation, there is also audience who will listen our presentation. The audience should appropriate to our topic. There are some audiences that only sit in the classroom oral presentation for formally get point from the teacher. The audiences who want to listen the presentation will pay the attention fully to the presenter, sometimes the audiences also ask question. The respons from the audiences are showed a good participation to the presentation. Hence, The suitable audience will makes the presentation alive.

In addition, Chivers and Shoolbred list some steps that presenter can follow to succeed in their preparation:

Preparation of the content. It means the presenter decide what include and what to exclude, choose the content that really relevant to the study. The presenter should provides example to get the audience attention and to improve the audience understanding. The content can be support by

the ilustration. The ilustration makes the audiens imagine the content contextually. It is easier to understand rather than without the ilustration.

   Delivery of oral presentation. It means the way of the presenter present the message should well. A good presenter know how to use the time allocated in a presentation. The strategies to plot the time allocated in a presentation such as the time allocated for opening the presentation to gain the audiens' interest. The presenters are free to plot the time allocated by the important of the point.

   The use of visual aid in oral presentation. The visual aid in the presentation can help the audience understand the topic. A good visual aid also make the presentation looks professional and interesting. The visual aid can be perform by slides, handout, charts, and pictures. The visual aid is to support the oral presentation, so the presenter can not depend on the visual aid. If there is a challenge on the visual aid while doing the oral presentation, the presenter should keep presents the material eventhough without the visual aid.

   Many students do not know how to prepare an oral presentation. Meloni and Thompson (1980, p. 503) state that when learners do oral presentation with a correct preparation and organization, this will be beneficial to them in school and help them later in all their carries. The preparation before classroom oral presentation is important, because it is beneficial to make the presentation good.

The implementation of classroom oral presentation at EED of UMY. Almost all teachers in EED use presentation as the assignment in the classroom. In the first semester, the students feel so nervous and confused about the method used by the teacher. Now, students are familiar with the presentation after doing the presentation many times. The students understand how to prepare the presentation, what they need to share in the classroom, and how to handle the questions. Those activities became weekly activities that students did. Eventually, the students have been doing lots of presentation in the classroom, some students still feels nervous during the presentation. Most of them happen because they have not good preparation, they do not understand the topic, or they can not handle the questions.

In the English Education Department of UMY, the classroom oral presentation begin with the topic mentioned by the teacher and the students will be grouped to discuss about the topic. Kayfetz and Stice (1987), as cited in Widyastuti and Mahaputri (2015), defined class presentation as a group of students studying and exchanging information and ideas through reports and discussions. In the group discussion, the students will share what they think about the topic and they share the result of the discussion in front of the class by doing presentation. For the example of the implementation classroom oral presentation at EED of UMY, the researcher add the syllabus of some subject at EED of UMY. In academic presentation subject, for example the final project of the subject is to present the undergraduated thesis in the class. Base

on the teacher note in the final assignment, one student presents the undergraduated thesis proposal, and the other students will be the panelists to examine the proposal defense of their friends. The panelist will ask questions related to the research and the presenter should answer the panelist's questions.

The final assignment of academic presentation subject have some rules and the rules announce before the final assignment begin. The presenter only have 5 minutes to deliver the research. There is question and answer session around 3 – 4 minutes. Point reduction applied when the presenter is out of the time limitation. The panelist also get some point if ask question. The teacher of academic presentation also give some tips to handle the question from the panelists and the good way to makes visual aid for the final assignment. The students can prepare the oral presentation well because the presentation is set up before it, so the students have time to prepare the oral presentation.

There is also teacher who conduct the oral presentation impromtu. The students have limited time to discuss and present the result in doing oral presentation. In the subject English teaching and learning practice, the teacher divide the students into some groups, give hardcopy of jurnal, then ask the students to discuss about the jurnal and present the result in the classroom. The teachers at EED of UMY use classroom oral presentation on

several ways, but the aim is still same, the oral presentation as the assignment in the teaching and learning process.

Previous related studies

There are some studies related to this research. The first research was done by Zivkovic in 2014. It has examined how students comprehend the importance of oral presentations in the engineering course. The investigation was performed at the Faculty of Civil Engineering and Architecture in Niš based on the sample of 85 students. The research's aim was to present the importance of designing an effective oral presentations at the university level. The data of this research was collected by questionnaire on students' attitudes (opinions, preferences and reactions) towards the significance of oral presentations in the engineering classroom. The collecting of data was done in the spring semester, March, 2014. Data analysis was qualitative analysis technique. The result presents that the importance of classroom oral presentations for university students, especially engineer students. Since Students need a lot of opportunity to develop and practice communication skills. Communication skills are required by students whether they are expected to give presentations at conferences other meetings. Oral presentations have become a useful and effective way to increase students' awareness of communication skills. Students' presentations become an important element in delivering positive learning experiences.

The second previous study was done by by Hasanah, Salam, and Riyanti (2012) they did a research about student's learning experience in conducting classroom presentation. This research conducted in English Education Department of Universitas Tanjungpura Pontianak, during period 2011 – 2012 for students in six semester. The research question is how the students' learning experience when preparing and delivering class presentation based on social constructivist approach is. The analysis of research findings indicates the students have experienced constructive, self regulated and collaborative learning. They have gone through six indicators of constructive class in Subject A which are situationing, grouping, bridging, questioning, exhibiting and reflecting. The research findings showed three major difficulties the students experienced. The difficulties were nervousness, language difficulties and dysfunctional group.

The third related study was conducted by Kusmawati (2016), which explored the strategies of English Education Department of Universitas Muhammadiyah Yogyakarta students to prepare classroom presentation. The investigation was performed in the EED of UMY with three female student batch 2012 as the participants. The research's aim was to present the students' opinions toward the implementation of presentation at English Education Department of University Muhammadiyah Yogyakarta and the strategies used by the English Education Department students of University Muhammadiyah Yogyakarta to prepare classroom presentation. This

researcher used qualitative research design. The research findings is that the students agreed with the implementation of presentation at EED UMY, presentations were implemented as assignments, students first felt uneasy when doing presentation, but later they enjoyed doing presentation, presentations improved the student's skill in making slides and in presentation delivery. In term to answer the research question about the study, the strategies used were checking tools and files, practicing the timing, reading and understanding the material, practicing with others, summarizing the material, making slide well, practicing the gesture and mimic, knowing about who the audience are and how to deliver, making note, and the last is preparing appearance.

Based on the previous studies above, the researcher inspired to conduct a research about classroom oral presentation in different perspective. The research from Kusumawati (2016) explored about the EED students' strategies to conduct classroom oral presentation. In contrast, this research investigated the challenges and the strategies to face the challenges in classroom oral presentation. Zivkovic (2014) also conducted a research in the same topic, but the research only focus to show the importance of designing an effective oral presentations at the university level. It is almost same with Hasanah, Salam, and Riyanti (2012) who conducted a research to present students' learning experience in classroom oral presentation. This research also performed the students' learning experience in term classroom oral

presentation, but it is focus on the students' challenges and the students' strategies to face the challenges. Hence, this research is more spesific to show the students' learning experience in classroom oral presentation.

Conceptual framework

Learning English at English Education Department is not only learn how to speak English well. The students should master in both input and output skills. The input skills are reading and listening. The output skills are speaking and writing. All the skills need a lot of practice if the students want to improve their English proficiency. Especially speaking skill, the first skill applied was speaking skill. The speaking skill was improved by doing oral presentation. The students was practiced how to speak English well in front lots of people by doing the oral presentation. It is one of the strategies that can make students improved their English proficiency.

The Oral presentation here means communicating something to somebody. The theory from Hornby (2000), the word presentation means that of showing something or of giving something to somebody. The student's presentation means as the vehicle for a presenter to communicate the subject matter to the audience. It is used as the process in learning to make the student get involved in the active learning. The student who acts as the presenter explained the topic to the audiences or their friend in the classroom. The audiences also should active in classroom by giving questions. The

students as the presenter should summarize the topic and then report it in front of the class so the audiences can understand it.

      This research focused on the students' strategies to face the challenges in classroom oral presentation. It explored the implementation of classroom oral presentation, the students' challenges in classroom oral presentation, and the students' strategies to face the challenges in classroom oral presentation. This study emphasized on the students' challenges and the strategies to face the challenges in classroom oral presentation.

Figure: Conceptual framework

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Students' challenges in classroom oral presentation at Universitas Muhammadiyah Yogyakarta	Students' strategies to face the challenges in classroom oral presentation at Universitas Muhammadiyah Yogyakarta