

Chapter One

Introduction

Background of the Study

English teaching and learning process in higher education has been changing over time. We all know that traditionally, the method in language teaching learning process is lecturer centered (Gebhard, 1982). The lecturer is the only person who handles the class and also acts as the person who gives explanation to the students. In other words, the lecturer is the only source of knowledge and direction (Richard, 1986). The students will only listen to the lecturer without being actively involved in class participation. The lecturer asks the students to be silent and listen to the lecturer.

Recently, in modern education, some lecturers use another method to transfer the knowledge more effectively. It means that, the lecturers only give a few explanations of materials to the students. Then, lecturers give instructions for students to do activities in class. The instruction sometimes asks students to make a group work or individual work to present the materials in front of the class. That method allows students to make a present in the class. Through such method, each student has to actively participate in delivering the knowledge and eventually, will be expected to understand more about the topic of the subject.

Students in classrooms possess various learning preferences. There are students who prefer relax learning and the others who prefer serious learning. This can mean that some students prefer the use of games for learning in class and some students prefer group presentation or individual presentation. In fact, learning English needs a process, and to master it students need some practices. According to Skinner (1958:109), "learning is a change in performance as a result of practice." Therefore, the different learning preference must be a suitable way of learning which gives an opportunity for students to practice English language in the class. Davies (2000) states, presentation in front of class can be one of a method that makes classroom condition alive and makes students active.

Presentation can be in the form of individual and group. Both types of presentation may present its own benefits. Nidya (2011) mentioned that individual presentation has advantages for students to give opportunity for students to practice their language skills, develop their ability to present information in front of the audiences, and also to demonstrate their understanding. Similarly, group presentation also has some advantages. Arshintia (2007) stated that group presentation gives motivation for students in to develop their speaking ability, help students become the autonomous learners, and nurture their social skills.

Teaching and learning processes at English Education Department, Universitas Muhammadiyah Yogyakarta implement both types of presentation. As no study has been conducted in this field, the researcher have willingness to reveal the

strengths and weakness of individual and group presentations in the English learning process through students' perspectives.

Statement of the Problem

The key points in this research are the individual and group presentations in the English learning process at of English Education Department of Universitas Muhammadiyah Yogyakarta. The good effects provide good contributions for the students so that they become the strengths of individual and group presentation. On the other hand, the negative effects can produce disadvantage contributions. At this point, they may appear to the weaknesses of individual and group presentation. As the strengths and weaknesses of individual and group presentation in the English learning process at English Education Department have not yet been studied, the researcher wants to fill the gap by conducting a study on the topic and discussing them separately. The research takes data from student's perspective on individual presentation and group presentations based on their experiences in English Education Department classroom activities.

Research Questions

Based on the above formulated problems, the research questions tried to answer are:

1. What are the strengths and weaknesses of individual presentations in the English learning process at English Education Department Students of Universitas Muhammadiyah Yogyakarta?
2. What are the strengths and weaknesses of group presentations in the English learning process at English Education Department Students of Universitas Muhammadiyah Yogyakarta?

The Objectives of the Study

The purposes of the study are:

- To know the strengths and weaknesses of individual presentations in the English learning process at English Education Department Students of Universitas Muhammadiyah Yogyakarta.
- To know the strengths and weaknesses of group presentations in the English learning process at English Education Department Students of Universitas Muhammadiyah Yogyakarta.

Significance of Research

This research primarily benefits the students, the lecturers, and other researchers.

Students in English Education Department. The research is useful for the students of English Education Department of Universitas Muhammadiyah Yogyakarta for several needs. To know about the strength and weaknesses of individual and group presentations in the English learning process is a good way for students to consider the use of individual or group presentation when facing both types of presentation and to know the effects of both of them.

Lecturers of English Education Department. This research findings hopefully make the lecturers consider using different strategies in applying individual presentations and group presentations in the classroom. To overcome weaknesses, the lecturer can try the other method or strategic in class.

The other researchers. This research will be beneficial for the next researchers to give ideas to do further research. It is hoped that the other researchers would like to conduct related researches. The research can be helpful for who will conduct further discussion about the student's presentation in individual and group presentation as one method in learning process.

Outline of the Research

Chapter one discusses background of the research, statement of the problem, research questions, objectives of the research, and significant of the research. Some review of literatures related to the theory of learning, theory of presentation, individual presentation and group presentation will be discussed in Chapter Two. Next, Chapter Three discusses research methods including research design, nature

and source the data, research setting and participant, data collection method, and data analysis and validity the data. In the following chapter, Chapter Four presents finding and discussion of the research, in which the chapter focuses on answering two research questions which are posed by the research in this study including the strengths and weakness of individual presentation in learning process and the strengths and weakness of group presentation in learning process. Finally, Chapter Five presents the conclusion and the suggestions of the research.