

## **Chapter Two**

### **Literature Review**

In the theoretical description, the writer explains four points. The first point is the learning theories, second is the definition of presentation, type presentation in learning, characteristics of effective presentations, third is the theory 'individual presentation and individual work, and fourth is theory of the group presentation and group work.

#### **Learning Theories**

Learning finds information and involves of practice, active. According to Brown (2000) learning is a process of getting of knowledge, instructions, and experience of a skills by study. Hornby (2000) describes learning as "acquiring or getting of knowledge of a subject or a skill by studying, experiencing, or following the instruction" (p.481). From the definition above, we can take out the component that learning is acquiring something or getting something into our mind. It also brings retention of information or skill where the retention itself implies storage system, memory, and cognitive reorganization. Learning involves conscious and active outside and inside of the organism such as brain and eyes.

According to Skinner (1958), "learning is a change in performance as a result of practice" (p. 109). Learning needs some practices so that it will not be easy to

forget. After getting the knowledge, we should make a kind of practice and this practice can make us understand about the certain concept deeper. Through learning, our behavior may change. The potential change in behavior is resulting from experience in processing the information. It is supported by Cronbach (1954) who states that learning is shown by a change in behavior result from experience. When learning something, we will usually get a new point of view. Through this point of view, we will make a change in our behavior whether we realize it or not.

Learning is also the process by which we receive and process data, encode such data as memories within the neural structures of our brain Forrester and Jantzi (2005) indicated that learning includes three aspect and they are the input, process, and the output. People receive such data and then process them in their mind. The result of the cognitive process is stored in mind as memories. The quality of the input may affect the quality of the process and also the output. In this study, the input primarily refers to students and the output, as noted by Arikunto (1991), implies the result of the learning process. The students are the most important factor for learning to take place. Through learning, the students add knowledge in their mind. The result of learning can be in the forms of knowledge, skill, and attitude.

Belkin and Gray (1977): "learning implies a change in the individual as a result of some intervention, it may be viewed as an outcome or as a process"(p.221). In a class, the person who gives the intervention is the teacher, because the teacher is the students' source of knowledge. In student's presentation, the person who makes an intervention is the presenter. The presenter can give an explanation about the

presentation material to the audience, where the explanation may change the audience's point of view of certain topic. The knowledge of the audience is added so that through the student's presentation, so learning process occurs. Richards and Rogers (2001) state that one such element might be described as the communication principle, activities that involve real communication promote learning. A second element is the task principle, activities in which language is used for carrying out meaningful task promote learning. A third element is the meaningful principle, language that is meaningful to the learner support the learning process.

### **Presentation**

In the following discussion, the writer presents the definition of presentations, types of presentation in teaching and learning and the characteristics of presentation.

**Definition of Presentation.** Presentation is communication and action to give all of about information or presenting something to other. Presentation also gives explanation of information to audience. Based on Oxford Advanced Learner's Dictionary, the word presentation means that of showing something or of giving something to somebody (Hornby, 2000). According to Mackey (1965), presentation is communicating something to somebody. Cassie and Constantine (1977) stated that presentation is speaking in public. It means that presentation is a means of communication to convey a message from one person to another.

There are two elements in presentation; they are the presenter and the audience. In a presentation, the situation is presenter dominated (Petrequin, 1968). A presenter is someone who is responsible for presenting something to the audience. The presenter must be confident and brave to present in front of audiences. The presenter is also responsible for making the audience understand what he or she is presenting. A presenter must be clear in giving explanation of information to public. The audiences are the people who listen to the presenter. They try to make themselves understand about what is presented through the presenter's explanation, and may ask questions if they still do not understand something.

Cassie and Constantine add that giving a lecture is including into a type of oral presentation. Burden and Byrd (1999) stated in which lecturer gives an oral presentation of fact and the principles, with the students frequently being responsible for note taking. In classroom activity, the lecturer presents the material to the students. But, it is not always the lecturer who will explain directly the topic. The lecturer may ask the students to explain the topic. When the students replace the lecturer's role in explaining the topic, it can be defined learning process in class. In this study, it can be defined as an individual or group presentation in learning process.

**Types of Presentation in Learning.** Some advance classes using speaking English is not only for informal interaction, but also for more formal presentation. There are three types of presentations (Burden and Byrd, 1994), which are usually conducted in teaching. Each type has different characteristics. It is important for the

students to know the characteristics, so they can know which type of presentation, often used in teaching. Furthermore, they make their perceptions on it based on their experience. There are three types of presentation such as:

**Lecturing type.** A lecture is an instructional strategy in which the teacher gives oral presentation of fact and principles, with the students frequently being responsible for note taking (Burden and Byrd, 1994). In this type the students give little participation by questioning while the teacher dominates the activity. Here the teacher as the presenter should find the interesting way in presenting the subject matter to make it easier to understand by the students.

**The summary and response of the subject matter type.** In this type, the teacher will not act as the presenter but teacher will ask students to make a summary or response to the programmed subject matter and then present it to their friends (Burden and Byrd, 1994). Here, the students as the presenter should prepare it very well because they are going to replace the lecturer's position in explaining of the subject matter. They should be active and creative to make their explanation understood by others.

**Seminar Type.** This type is similar to the previous type, the summary and response of the subject matter type. The difference between them is in the content. The content of this presentation is not only the response to the subject matter but also the student's opinion about the subject matter. In this type, the students as the presenter should make paper, which contains more or less the same with the presentation itself, and teacher will observe the process (Burden and Byrd, 1994).

Based on the description above, the seminar type will be highlighted. It is because this type is often used in teaching, and the sample that is used in this research also uses the seminar type.

Ur (2012) has three types of presentations for students studying English such as:

**Short.** This presentation is one to three minutes long because classroom presentations may be short. Although students have one minute to present, they feel like presenting in a long time. Besides that, even their L1 or their English skills are limited and they have few experiences of presenting in front of class. Ur (2012) states that this type has three kinds of presentation such as,

- Show and tell: Students show the object, which is prepared from their home then students tell in front of class.
- Describe: Students show pictures, such as pictures of persons, pictures of things. Then, they describe it.
- About self: Students tell about themselves or themselves in front of a class like as personal information, hobbies, family, and many others.

**Medium-length.** The students make presentations of five to ten minutes, supporting some pictures or texts on a board or on a screen. Ur (2012) states that this type has three points of presentation, for example:

- Narrative, students tell a story, it can be easier for the presenter and more interesting for audiences if there are some illustrations from digital pictures on screen.
- Instructions, the students explain in front of a class to do something, like there are illustrations or actual objects, which can help students to deliver the presentation.
- Recommendations, students recommend of film, book, and play video to audiences, because the presenter can enjoy presenting and focus and the audiences will also like.

**Long.** This presentation type is a full length on 15 minutes or more. The presentations need structure like as, an introduction to tell the audiences about the materials presented, the main body, the explanations, examples, the ending, summarizing, and appropriate conclusions and recommendations. Ur (2012) states that this type has several variety of presentation such as,

- Information, the presentations give information about topic. The information convey based on previous research and present project and often accompanied from written materials on slides.
- Argument, the purpose of the presentation is to against or claims about a case or an issue. For example, presentation of linguistic, education or other topic will be interest in class if there are against on the ideas between the presenter and audiences. So, the presenters can make their position clear.

Presentation can also be categorized in terms of the number of persons who present that is individual and group presentation (Tuber, 1972; Yang, 2010).

**Individual presentation.** Individual presentation emphasis on the individualization (Tuber, 1972) meaning that the presentation is conducted by one person in front of the audiences. Individual presentation demands the presenter to prepare and present the materials alone. The presenter should design the media and find information related to the materials being presented individually.

**Group presentation.** Different from individual presentation, group presentation focuses on more than one presenter (Yang, 2010). In this respect, a group of people presents materials in front of the listeners. The materials being presented in group presentation can be divided in several parts and are distributed to each member of the group. The distribution of materials in the group presentation might reduce the burden of the members since they are not necessarily reading all materials. They need just to read their part instead. Yet, such a distribution may have a drawback when the members do not want to learn other materials. In these points, the students are likely to have partial understandings towards materials. These types of presentation: individual and group presentation will be the focus of this study.

**Characteristics of Effective Presentations.** A presentation must have two elements; they are the presenter and the audience. There are some criteria of a presenter in a presentation. According to Petrequin (1968), the presenter must prepare



to show as well as talk to gain students' attention. It means that the presenter must have enough and good preparation for the topic to be presented. The presenter must also be able to direct audience' attention to what he or she presents. The presenter is responsible for making the audience understand what he or she is presenting. Thus, the presenter must be clear in presenting the topic. Unclear explanation in a presentation may lead the audience to have wrong understanding of the topic.

In a student's presentation technique, the audiences are the students who are not presenting the subject matter. Petrequin (1968) states that the students' be audiences, role is watching, hearing, and nothing what happens during the presentation. The audiences may also give response to the subject matter which is being presented. The response may be in forms of questions or suggestion, or critiques.

Nickols (2003) writes four effective presentations:

Planning the Presentation. First, we must plan our presentation means that it is an important aspect to think about our topic to present. The important aspects of presentation include the following: objectives, audience, content, organization, visuals, setting and delivery.

Preparing the Presentation. Second is preparing the presentation, so prepare the visual aids to present and be confident in a front of the audiences.

Practicing the Presentation. Third is practicing the presentation. There are many good reasons to practice the presentation.

- Practice alone for the purpose of getting familiar with the visuals and the content, especially to ensure that your visuals are understandable.
- Practice with others if the presentation involves more than one presenter.
- And should practice with an audience to help identify the kinds of questions and issues that might surface during the actual presentation.

Presenting. When making presentation, there are many factors of which must be aware, some of which are mastered a result of practice. These include the following: facial expression, pace, voice such as (intonation, inflection, and pronunciation), body movements such as (posture, gestures), use of a pointer like as (classic wooden pointer or laser) and roles in the event of multiple presenters.

Rosenshine (1987) cited by Burden and Byrd (1999:88) writes five suggestions on how to conduct an effective presentation:

Organize the material. The first is organizing the material. It means that the material which is going to be presented should be well organized. A well organized material will help the presenter on what he or she is presenting. The presenter may brainstorm his or her idea so that the material can be explained in detail. The presenter may start the topic with general idea to the specific idea, so that the audience can follow the material which is being presented.

State the lesson goal. The second is stating the lesson goal. In student's presentation on the class, the presenter should state first the goal of his or her

presentation. By stating the goal of his or her presentation, the presenter will help the audience to have clear idea of what is expected by the presenter toward the audiences.

Provide step by step presentation. The third is providing step by step presentation. The presenter should begin the presentation with an opening or introduction, content, and closing or summary of what has presented. In the part of introduction, the presenter usually does the opening by greeting and mentioning the topic of the subject matter. After introducing the topic, the presenter starts to elaborate the topic. The presenter usually closes the presentation by summarizing what has presented.

Focus on one thought at a time. The fourth is focusing on one thought at time. It means that the presenter should focus on the point which is being presented. The presenter may also check the audiences understanding before continuing to the next point.

Model behaviors by going through the direction. The fifth is modeling behaviors by going through the directions. The presenter is the one focus of the audiences' attention. Thus, a presenter must show proper behavior. Rosenshine and Stevens (1986), cited by Burden and Byrd (1999) add that teaching behaviors (clarity, enthusiasm, and smooth transition) are important for a presentation.

**Group Presentation.** Lecturer should know what preferred teaching style and learning activities that suits the learning style and needs of the learners to engage with them effectively. The teaching style also gives more impact on their gain in knowledge, skills, and better attitudes. On the other hand, in group presentation has

some positive aspects for students in class. Murray Harvey & Slee (2005), argues that group presentation creates a student's centered learning environment, promotes students' ability to think critically. Kiggins (2001) argues group presentation can develop students' deep understanding of the materials and can develop students' responsibility for do the assignment.

Luoma et.al (2004) states that presentation in group has some strengths which are that do the task or activity in group, students will learn and teach socialization with other friends in class environment, also will be good in delivery the materials will help the presenter who he or she is to prepare and presentation because the best strategy might be to persuade the listener or audiences to accept their point of view, and also do the task together in group can help students hare opinions. Besides that, Davies (2000) argues that do in group presentation will strengthen the team work. Also Jordan (2000) states that do in group like as group presentation is not hard, because some students in group presentation do the materials together and cooperatively. Chivers (2007) state that use group presentations as opportunities to develop the team working.

Besides, in group presentation there are weaknesses. Zarefsky (1996) argues that presentation in group, students cannot understand with deeply all of the materials, because make imbalance of distribution to students.

In group presentation, the students cooperate and together to prepare the material which will be presented. Thus, it can be said that in group presentation, there

is the essence of group work. The process of learning in class usually uses presentation are individual presentation and group presentation. Besides that, before presenting in front of class, the students discuss with their friend or in their group. When they discuss to solve a problem of what their discussed or search a solution and give some ideas, then the lecturers give opportunity for students to present in front of class. Davies & Pearse (2000) finds that the presentation usually related with group.

On the other hand, the activities of learning consist of group and individual work. Group work is used to organize the learning process in class. Brown (2001), group work is technique of multiplicity which two or more students to assign a task with collaboration. According to Ur (2012), group consists of three or more students working together in class and is more difficult to organize because difficult to control. Group work means that students in a team to assign of task and involved collaborative activity.

However, group work is difficult to control, but students can contribute their ideas and group work can often like as team in competition. Ur (2012) said that, there are more participants if the activities in class using group because students can collaborate to discuss a task and contributes ideas. Besides that, group works have many advantages in activities on English language classroom.

Brown (2001) defines group works have some advantages for English language classroom are:

Group work generates interactive language. When the lecturers' talk is dominant, that class uses traditional language. By conducting a group work, lecturer

explains grammar points, then the whole class has a discussions. So, group work help solve problem in classes to offer some opportunities to speak.

Group work offers an embracing affective climate. The group work is small group of students, becoming cooperating learning with each other students to pursuit of aims.

Group work promotes learners responsibility and autonomy. In small class of fifteen to twenty students, the activity in class usually gives students a hide behind of screen. Such as, which lecturer teaching technique was to call names students one by one to translate of some sentences in reading. This group work has responsibility in action and advance of the member of group.

Group work is a step toward individualizing instruction. Students in classroom have unique ability. Small group can help students to accomplish separates aims. So, the lecturer can appreciate the differences of individual and small group of age, cultural, field of study, and cognitive style by careful selection and by administering different task of different groups.

**Individual Presentation.** One appropriate method best implemented in process of learning is a presentation in class. Presentation is a talk or speech delivered by a presenter to the audiences. A successful presentation is not only given to the audiences but also it is given for the presenters. Almost all of subject matter uses presentation in class. There are processes before student's presentation individual in class, they must understand the materials and they work by themselves.

Furthermore, after students learning by individual and understanding the materials then prepare presentation individually in front of class. The first step preparing the presentation, they must prepare a proper document with as much detail as necessary free the presenter to focus on what is most important for the particular audiences on the particular presentation. If the presenter prepares well for the presentation, he or she can exactly tell the materials well in any situation because the preparation process itself should help the audiences understand the topic or materials. With proper preparation, the presenter should be able to still tell the topic or the material of presentation even if the projector breaks five minutes although before the presentation. Besides that, individual presentation has many positive aspects for students in learning process.

Moreover, there are strengths of individual presentation by Davied (2000) states can improve speaking ability for students and also as a method for build self confidence in speaking also Luoma <sup>et. al.</sup> (2004) argues can improve in speaking ability for students. Besides that, Jordan (2000) self presentation can build self confidence in speaking. Nesi and Skelton in Jordan (2000) that presentation by individual making students more organized the materials so can help students to present. Furthermore, that presentation individually can drill students on pronunciation ability Hewings in Jordan (2000) and Avery with Susan (2007). Besides that, Harmer (2007) on individual learning like as presentation by individual, tell story and describe about something it will makes students be autonomous learner. Meanwhile, Zarefsky (1996)

argues that, individual or pair presentation makes students be active and created active learning environment in class.

On the other hand, Chivers (2007) argues individual presentation has some weaknesses that the students do not have clear understandings about the topic to presentation, presentation can also be stressful if students present on a topic which have only a limited knowledge, and also on individual presentation students may need to use a preparation and mastery the topics before to present in front of the audiences. Chivers (2007) also argue that students use individual presentation always feel nervous to speaking in a public situation. Most students feel nervous in public performance to present.

In learning activity class use individual work or pair works before presentation in class. Ur (2012) said that, individual work is adapted tasks to individual student's level, personal learning style, needs, rapidly of work, and any other. According to Harmer (2007), individual work is "a vital step in the development of learner autonomy". Its means that students to doing exercises on their own in class which teacher give spend time to working individual. Individual work can means that students working task or doing exercises by self. For example, when students work exercises on their own class, teacher allows students to read with privately and then they answer questions with individually.

Harmer (2007) said about advantages of individual learning are:

- Teachers can respond of individual students in preferences and learning style.



- Students be less stressful on perform in class setting or discuss on pair or group work.
- Can develop students' skills on self confidents and autonomy learner.
- Make ways restore be calm and tranquility on noisy class.

Ur (2012) defines many aspects of individualize in different extents, depend on aspect of task:

- Speed: Each students working at their own pace.
- Level: Students can choose of level, because task available at different levels.
- Quantity: Each student may choose of how many of their produce.
- Task: The students work on a task, then they choice of their task, but all of the tasks focused on aspect of language such as grammar or reading comprehension.
- Teaching and learning focus: Students can choose from of variety of task different aspect of language learning.

**Theoretical Framework.** This study is about the individual and group presentation in the English learning process at English Education Department Students of Universitas Muhammadiyah Yogyakarta. The study focused on the strengths and weaknesses of individual and group presentation that the student faces in learning process.

Learning is shown by a change in behavior result from experience. The researcher chooses the theory of learning from Cronbach (1954: 47) because it is relevant to this study. When we learn something, we will usually get a new point of view. If there is a change in someone's behavior, it means that learning has occurred. For example, there is individual presentation or group presentation is used in class. Student's presentation in class is one of the learning processes. Through the student's presentation in class, students can add their knowledge and bring behavioral change.

The presentation here means communicating something to somebody. The theory from Mackey (1965) is suitable with the meaning of the student's presentation in this study. 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 interactive learning. The student who acts as the presenter should explain the subject matter to the audiences or their friend in the class. The audiences also should get active in this student's presentation in class by giving questions as the working discussion aspect of the presentation. The students as the presenter should summarize the subject matter and then report it in front of the class so the audiences can understand it.

Luoma (2004) states that presentation in group has some strengths. Firstly, by doing task or activity in group, students will learn and teach socialization with other friends in class environment. Secondly, in order to have successful presentation, the students should prepare their delivery. Well, by having well preparation, they may

have best strategy to persuade audience or listener. Consequently, students who deliver presentation can have skills to make audiences or listener to accept their point of view. Thirdly, doing the task together in group can help students share opinions.

Moreover, there are strengths of individual presentation by Davied (2000) states can improve speaking ability for students and also as a method for build self confidence in speaking also Luoma (2004) argues can improve in speaking ability for students.

This research will focus on the individual and group presentation in the process of learning. It will see the strengths and weaknesses on the use of individual and group presentation in learning process. This study will emphasize on the type of presentation, characteristic of presentation that is used in response on the subject matter in class.

The research consists of research question which is related to the individual and group presentations in the learning process. The point of this research problem is about the strengths and weaknesses of individual and group presentations in the English learning process of Student of English Education Department (EED) of Universitas Muhammadiyah Yogyakarta. Moreover, the next research problems are about students on the strengths and weaknesses in individual presentation and group presentation. To answer the research problem, the researcher uses in interview guides to get the information about the research problem.