

Chapter Four

Finding & Discussion

This chapter presents finding and discussion of the study. This chapter is arranged as follows: research finding and discussion.

The definition of presentation:

There are some teaching methods that can be used by lecturers in the classroom, such as game and presentation. Usually, the lecturer asks students to understand the materials then present it in front of the class. There was respondent who stated that the meaning of presentation is to convey the topic or materials in front of the class.

“The meaning of presentation is to convey the topic or materials in front of the class.” (R.7.1)

Similarly, participant nine also reported that presentation is presenting the topic in front of class or in front of their friends. Presentation encourages the students to be active in searching the materials. After that, they prepare the materials then present the materials in front of the lecturer and their friends.

"The meaning of presentation is that the lecturers ask students to present the topic in front of class or in front of their friends. So, it will encourages students to be active in searching the materials."(R.9.1)

The Strengths of Individual Presentation:

In this study, the researcher explored the strengths of individual presentation in learning process. Based on the interview data, the effect of individual presentation is classified categories namely, strengths and weaknesses of individual presentation. There are some positive effects of individual presentation including making students more organized, encouraging students to work more all out, creating students to be autonomous, training student to drill, building their self-confidence, improving speaking ability, and making students more active. The categories are presented as follows:

Making students more organized. Individual presentation makes students more organized because the students have to organize and present the material well. For instance, respondent one stated that by presenting material individually, she can organize the material well. Thus, it is enjoyable for her to present all of the materials.

"But after all my experiences in individual presentation more enjoyable and can organize to doing the materials."(R.1.9)

Similarly, the participant five also reported that it was more organized to prepare the materials and to convey it. Thus, the participant can maximize to present the material.

"When to prepare the materials, we are more maximal and could be more organized of what will to convey."(R.5.14)

To sum up, by doing individual presentation, the participants feel that the task forces them to be more organized. Without being more organized, the participants may not do the task and to present the materials individually well.

Besides becoming more organized, individual presentation help the participants more all out in presenting and mastering the materials.

More all out. Individual presentation makes students to more all out in mastering and presenting the materials.

More all out to mastery the materials. Individual presentation makes students more all out to mastery the materials. The respondents in this study stated that they have to mastery the materials and understands the content of the materials in individual presentation because they have to present the material by themselves. Thus, they have to understand the material.

"Really, in individual presentation it makes us master the materials, so it makes us understand the materials better."(R.7.5)

Similarly, participant eight also reported that by presenting the material individually, she can master the materials. Besides, she also must ensure that the audiences understand what she is conveyed.

"In my mind, that individual presentation makes us having more mastery in the materials."(R.8.1)

Similarly, participant two also reported that individual presentation helps the students to understand the materials.

"Individual presentation makes students to all out to master all of the materials."(R.2.7)

More all out in presenting the materials. In individual presentation, the students have to understand all of materials before they present them in front of the class. Respondent one pointed out that it is difficult for her to present the material if she does not understand the material. Thus, she has to understand the material in order she can present the material well. Then, the audiences can understand what is being presented by the respondent.

"Likewise, from the aspect of learning process, indeed I must understand all out the materials, from the first until in the last presentation, and it makes the audiences understand too with all out of what my present."(R.1.10)

The above explanations encourage the participants to all out to present and more all out to mastery the materials when they present the material individually.

Further, the individual presentation can make the students become autonomous learners.

Becoming autonomous learners. Presenting the material individually encourage the students to be autonomous learners in which they have to prepare, understand, and present the materials by themselves in front of the class. Thus, they learn to be autonomous learners.

"Individual presentation makes to be more autonomous learner for us."

(R.2.3)

The same as the above respondent, participant nine reported that individual presentation makes the students become autonomous in which they do not ask their friends to help them. Besides, it makes students active in searching the materials and makes learning environment to be active. To be autonomous learners, the students must prepare all materials before presenting them; the students should also present the materials interestingly.

"Then, that individual presentation makes the students become autonomous in which they do not ask their friends to help them." (R.9.6)

To conclude, the participants stated that individual presentation brings positive aspect like making students become an autonomous learner.

Further, individual presentation make students be autonomous learner, it can also drill students' pronunciation.

Drill on pronunciation. Students must be confident and brave when they present the material in front of class. It influences their speaking ability. In this case, the participant three reported that it drills their pronunciation. Besides, it improves their speaking ability, so it will train students' pronunciation ability.

"It makes us drill on pronunciation". (R.3.12)

Based on the above response, presenting the material individually gives positive effect for students because it can drill their pronunciation.

Further, besides individual presentation drill students' pronunciation, it can also build students' self-confident.

To build self confidence. Individual presentation is useful for the students because it can build their confident. There were respondents who stated that the advantage of individual presentation is to build self-confident. Although, the students are nervous when they are presenting the materials in front of class, they can convey their material well.

"Certainly, the advantages of individual presentation, is to build self-confident for presentation in front of the class." (R.6.5)

Similarly, the participant seven also reported that individual presentation is good to build their self-confident. Self-confident is an important for the students, in order that they can present the materials in front of the class.

"And there are strengths of individual presentation is make us more confident, if we are understood or not, so we must confident, because confident is the first modals for us." (R.7.6)

Shortly, the participants agree that the advantageous of individual presentation is to build their self-confident. Further, besides individual presentation can build students' self-confident, it can improve their speaking ability.

Improving speaking ability. Group presentation and individual presentation are two class activities which are commonly encountered by the students. These activities create an active learning environment, in which both of the activities encourage the students to speak up in the class. Dealing with individual presentation, this type of presentation requires the students to present material individually. Hence, it will improve their speaking ability. The respondent three stated that individual presentation make students to be brave to speak in front of class. It improves their speaking skills and it encourages the students to be brave in presenting the materials in front of class.

"Individual presentation makes students be brave to speaking in front of class and improve their speaking ability in front of their friends." (R.3.11)

Similarly, the participant four also reported that individual presentation gives good effect for students, in which the students can improve their ability to speak in public area.

"That individual presentation can improve speaking skills in public." (R.4.9)

The participants can improve their speaking skill and they can speak in public. Further, individual presentation improves students' speaking ability; it also makes students be active in classroom.

Make students active. Encouraging the students to actively participate in classroom activity is not easy. Therefore, presentation is one of the ways to involve the students in learning process. There are two types presentation that are individual presentation and group presentation. In individual presentation, the students have to master materials and explain materials to other members of the class. The second respondent stated that students are required to be active and responsible to present materials.

"Because, students are required to be active and responsible to present materials." (R.2.15)

Besides, the participant nine also reported that the first positive individual presentation is the students must active in class, such as active in searching the material. In addition, they also need to understand the materials, explain materials by themselves, and search materials by themselves.

"Individual, the first positive eeeem.... Make active in searching the materials of what will to present, like as active-learning." (R.9.5)

The participants stated that individual presentation help them to be active students in the classroom. Further, there are some weaknesses of individual presentation such as the students only have one point of view and there were students who prefer group work.

The Weakness of Individual Presentation:

The researcher also explored the weaknesses of individual presentation in learning process, in which the participants were asked to explain the weaknesses from each type of presentation. Based on the data from the interview, there are two negative of individual presentation, namely the students only have one point of view and there were students who prefer group work. The categories are presented as follows:

Only having one point of view. In individual presentation, the students accomplish the task and understand the materials by themselves. Thus, the students only have their opinion in doing the task. The first respondent stated that the

weakness of individual presentation is the students only have their own point of view on the given materials, such as they must understand materials, share their opinion or explain the materials in front of class without discussion with their friends. This is because in individual presentation, they are not getting opinion or suggestion from other friends to discuss the materials.

"The negative of individual presentation is just having one point of view."

(R.1.13)

In short, that participant stated that in individual presentation, she only has her opinion on the topic to be discussed.

In addition, the participant only has one point of view; hence there were students who prefer to do the task in group.

There were students who prefer group work. In individual presentation, there is no discussion and teamwork. In the classroom, the students have different characters. For some students, they prefer to learn with their friends in a group, but for the others, they enjoy to learn by themselves. One of the respondent stated that some students prefer to in team work in presenting the material.

"The weakness of individual presentation, because there are some students are prefer doing with group." (R.4.10)

To conclude, that some students in class prefer group than individual work.

The Strengths of Group Presentation:

During the interview, the researcher explored about the strengths of group presentation. Based on the data from the interview, it was found that group presentation has some advantages. There are good in delivery, more easily, help to share opinion, strength the team work, and learn socialization. The categories are presented as follows:

Good in delivery. In group presentation, the students convey the materials together in front of the class. Besides, they must focus in explaining the materials from the beginning until the last. The respondent stated that group presentation helps them to organize the materials which are delivered from the problems until the conclusion and suggestion.

"Will helps to organize the materials which are delivered from the problems until the conclusion and suggestion." (R.1.8)

Similarly, the participant two also reported that group presentation helps students deliver the materials well because they are presenting the materials together. In group presentation, the students discuss the materials in a group in order they can understand the materials easily. Then, they present the materials in front of the class together.

"In doing the task by together and also in delivery by together, so make them easier to understand." (R.2.10)

In short, the participants in group presentation are good in delivery the materials because they do the task and present the materials together. It makes them easily to understand the materials. Further, in group presentation, students can deliver materials well, besides that they can easily do the task and present the materials.

Making doing the task more easily.

Easy in doing the task. There are three to five people in a group. Group presentation differs from individual presentation in terms of delivering and explaining the materials. In group presentation, before the students present the materials in front of the class, they discuss the topic or material in a group. Thus, they are easy to understand and divide the materials. Respondent one stated that do the task in group presentation is easy because each member in group has to take part in accomplishing the task.

"In group presentation, to doing the task is not much because the task will be divided." (R.1.16)

Easy in presenting materials. Besides it is easy to accomplish the task in group presentation, the students are also easy to present the materials because they present the material together in front of the class. Participant eight reported that it is easy to divide the materials to be presented because all members of a group will be responsible to present the material.

R.R: Okay, then what are the effects of group presentation on the learning process in EED?

R.8: "In group presentation, we are not feels difficult to dividing the materials presentation, even though a lot of the materials." (R.8.10)

In group presentation, the participants can do the task easily. Further, group presentation helps students do and present the task easily; also it can help students to share their opinion.

Help the students share opinion. After the lecturer explained the materials to students in class, lecturer asks to students to make a group. Then, they are given time to discuss and finally present the materials in front of class in a group. When they are discussing in group, each student can share their opinions. The first respondent stated that students find some opinion from other friends in each group. So, group presentation helps students to share their opinion.

"From group presentation there were some opinions from others, so other friends can contribute other opinions too, it make extended ideas." (R.1.12)

Similarly, participant three also reported that by using group presentation, students can share their opinions because in group presentation, they can listen to their friends' opinions or suggestions. Besides they can accomplish the task by sharing and discussing the materials.

"Through group presentation, students can share their opinions." (R.3.17)

In summary, the participant pointed out that group presentation can help them to share opinions. Further, that group presentation, students can share their opinion, thus can strengthen the team.

Strengthen the team works. Group presentation can help students to share opinions and strengthen the team work because they learn together. The respondent stated that the positive effect of group presentation is that it can strengthen the team work.

"The positive influence is to give us more, mmmmm..., we can do in team work, things that we can do with other friends." (R.2.11)

Similarly, the respondent four also reported that students in group presentation can strengthen the team work because in group presentation, students do the materials and discuss then present together.

"Group presentation is that make students strengthen the team work." (R.4.4)

To conclude, the participants stated that group presentation can strength their teams work. Further, that group presentation can strengthen the team work, also students can learn socialization.

Learn socialization. As we know that each student has many different characters. In group presentation; students were doing the task in team work and

share their ideas, directly they will teach socialization with their friends in group. The respondent stated that, the influence of group presentation is to teach for us about how we can socialize in team work with each group. So, in group presentation we learn and teach socialization with our friends in class environment.

"The influence of group presentation is to teach us for socialization of how we are can do with group." (R.5.9)

In short, that participant stated that when students do the task in group presentation, they can learn and teach socialization.

The Weakness of Group Presentation

The researcher explored in this study is dealing with weaknesses of group presentation in learning process, in which the participants were asked to explain it. Based on the data from the interview, there are 9 participants. These were classified into weakness of group presentation, there were some difficulties in coordination, difficulty on setting times, difficulty to dividing the task and can't understand all of the materials. The categories are presented as follows:

There were some difficulties.

Difficulties to coordination. Sometimes, the lecturer asks students to make a group to discuss the materials then present in front of class with their each group. But, usually the lecturers choose students with randomly to make a group presentation; even students have a group before. So, the students must make

coordination with other friends. The respondent stated that students in group presentation there is weakness, usually they must coordinating with other friends.

"In group presentation, there was weakness; usually we must coordinate with other friends." (R.1.4)

Difficulty on setting times. Although, the lecturers ask students to make a group presentation, also the lecturers set the times for students. Usually, the lecturers just give times twenty minutes until thirty minutes for students to do the task and discuss with their each group. So, students can adaptable with the time to discuss in their group. The respondent stated that, students in group presentation must always set the times to doing the task.

"In group presentation, we must set the times." (R.1.5)

Difficulty to divide task. Before students present the materials in front class, they were coordinate with their group. After that, they discuss to dividing the task and then students do the materials together. Besides that, the respondent stated that students sometimes feel difficult to dividing the task. Because, student in group presentation must discussing, share opinion, and dividing the task together.

"Sometimes, I feel it is difficult to dividing the task." (R.1.6)

Similarly, the participant six also reported that, students in doing the task must dividing with their each group. Because, they do the task and discussing together in

their group, so group presentation make difficulty to dividing the task of materials for students.

"Usually in group presentation when doing the tasks we must divide the materials with other friends." (R.6.8)

To conclude, the participants that students in group presentation there were some difficulties to coordinate, to set the time and to dividing the task.

Further, there were some problems in group presentation like as difficulty in coordinate, set the time, and to dividing the task also there are in balance of distribution.

Mastering only parts of the materials. One of the weaknesses of group presentation is that we cannot master all materials of contents of presentation because usually in group presentation the materials are divided.

The respondent stated that the weakness of group presentation, we cannot master the materials of the contents presentation with all out.

"The weakness from group presentation, we cannot master the materials of the contents presentation, because usually in group presentation in doing the task is dividing." (R.6.7)

Similarly, the participant seven also reported that, the student cannot understand all of the materials in group presentation, because the students must

divide the task with their group. Although students in doing discuss and share their opinion together and delivery the result in front of class together, so, they just understood some materials.

“And the negative of group presentation divide the materials, so students cannot mastery all of the materials.” (R.7.9)

To conclude, the participants that students group presentation there was problem with the material distribution because the students divide the task, thus make students cannot master all of the materials.

A. DISCUSSION

The finding indicated that there are strengths of individual presentation. To begin with, individual presentation is more organized in term of preparation and presentation of material. This finding is supported by Nesi and Skelton in Jordan (2000), in that they stated that individual presentation help the students to present the information or ideas with clearly. In individual presentation, the materials which are going to be presented should be well organized, thus it makes the presenter be easily to present all of the materials and also it was more organized to prepare the materials and to present it.

Second, there were five participants who stated that individual presentation encouraging students to work more all out in mastering the materials. In individual presentation, students must understand all of materials before they present it, because

in individual presentation they just present by self, so automatically we were more mastery all of the materials and must be clear to explain all. Also, the students understand the content of the materials, so they must to ensure that audiences understand of about the material. Thus, the presenters have to explain all of the materials clearly.

Third, it was also found that individual presentation encourage the students to be autonomous learner by searching, preparing, and presenting materials individually. This is in line with Harmer's theory, that individual presentation or individual learning makes students be autonomous learner (Harmer, 2007).

Besides that, students are doing presentation activity in class, they can directly drill on students pronunciation by Hewings as cited in Jordan (2000) and Avery and Susan, (2007). Thus, students it can improve their pronunciation ability through the individual presentation.

Then, individual presentation is useful for students because it can build their confident. This is relevant with the theory which is proposed by Jordan (2000) and Davied (2000) that individual presentation as a method to build self confidence in speaking. Meanwhile, it can improve their speaking ability; in that individual presentation make students be brave to speak in front of class and in front of the audiences. It gives good influence for students, like improving their speaking skills and be brave to explain their material. This finding is consistent with Davied (2000)

and Luoma (2004), who stated that individual presentation can improve students' speaking ability.

Then, individual presentation can make students to be active in learning because, in individual presentation, the students should be autonomous and mastery the materials by themselves. This is relevant with the theory which is proposed by (Zarefsky, 1996) that individual presentation or pair makes students be active and create active learning environment in class.

Meanwhile, the finding also indicated that there are weaknesses of individual presentation. The first weakness is that the participants only have one point of views because students should work alone. They are likely to find difficulty to discuss with others since the others have their own responsibility to present. In individual presentation, every student must understand and master the materials and then explain them by himself or herself.

The second weakness is that many students do not like to individually. They prefer in group. It is because they can work together, discuss, and share or contribute their ideas. This problem is relevant with the theory which is proposed by Ur (2012) that using group work, students can collaborate to discuss the task and can contributes their ideas.

From the interview, the participants stated that there are strengths of group presentation. in the first strength of group presentation is that students have easiness

in material delivery, because in group presentation students can be more organized in preparation, presenting the materials, making conclusion, and providing suggestion. This is in line with Luoma's theory that being able to have good in material delivery help the presenters present accepted and understandable presentation and also the best strategy to persuade the listener or audiences to accept their point of view (Luoma, 2004).

Secondly, having group presentation is more easily to do the task and easily in present materials. it is because in group presentation before delivering the results, the students are discussing the topic or materials with their group. Also, students present and explain the materials together in front of class. This finding is supported by Jordan (2000) that students are doing in group discussion and presentation is not hard, because some persons do the together or cooperatively in group. Thus, group presentation makes students more easily on doing the task and makes easily to understand the materials too.

Third, group presentation can help students to share opinion, when students make a group then discuss together, these help students share their opinions. This is in line with Luoma's theory that students are doing things together in group can help them to share opinions (Luoma, 2004). The point in their share opinion is that they do the things together where each participant construct the event together, and share opinions that can influences the outcomes. Besides that, group presentations have strength to create team, because they are doing and discuss the task together, also deliver their result together. This finding is consistent with Brown (2000) and Davied

(2000) that students are doing in group will strengthen the team work. Thus, group presentation is useful for students to strengthen their team work.

In addition, the strength of group presentation is learning socialization. Although, some students are doing in team work, it is directly they learn socialization with other friends. This finding is consistent with Luoma (2004) that do the things or activity in group, students learn and teach socialization with other friends in classroom.

Meanwhile, the finding indicated that there are weaknesses of group presentation. In group presentation there were some difficulties such as difficulties in coordination, in setting time, and dividing the task. The participant stated that students are difficulty in coordination, sometimes because the lecturer asks students to make a group and the lecturer choose students randomly; even students have a group before. Therefore, some students must coordinate with other students to make a group. Besides that, the participants stated that students feel difficulty on setting times because the lecturers usually give a rule time to discussing and to doing the task. Usually, the lecturer provides time to discuss on twenty minutes until thirty minutes and then students present to explain the result in front of class. Thus, the students can set the times to finish doing the task and discussing. Moreover, there were two participants stated that students in group presentation feel difficulty to dividing the task.

Besides that, in group presentation the students can't understand all of the materials because they only obtain parts of the materials. This problem is relevant with the theory which is proposed by Zarefsky (1996) that students who discuss in group feel partial material distribution. Although, students discuss and deliver the results of discussion by together, they may get difficulty to master all materials.

Conclusion

In short, the lecturers usually use individual and group presentation method in learning process. After the students discussing with other friends, then they present individually or in group, like as in individual presentation and group presentation. Besides that, individual and group presentation brings influences for students. In individual presentation, there were some strengths for students, such as more organized on doing the materials and to convey the materials, then more all out to present it and more all out to mastery the materials, then students can be autonomous, then use individual presentation that can drill on students pronunciation, also students can build self-confident, also improve students in speaking ability because individual presentation makes students be brave in speaking in front class and in front of the audiences, and also make students active because students must explain the materials by self. Besides that, there were two weaknesses on individual presentation such as only having one opinion by self or have one point of view and also there were students prefer group work.

Meanwhile, in group presentation there was some strength such as easiness in material delivery because students can train themselves to be well organized from the beginning until finishing. Then group presentation is more easily to do the task and easy to present the materials for students. Group presentation can help students share their opinions. Besides that, group presentation can also strengthen the team works. Lastly, group presentation makes students learn to socialize in their group. Besides that, in group presentation there were some weaknesses such as some difficulties in coordination, difficulties in setting times, and difficulties to dividing the task and also in balance of distribution make students cannot mastery all of the content materials.