

## **Chapter One**

### **Introduction**

This chapter consists of seven parts. The first talks about background of the study. The second is statement of the problem. The third is delimitation of the problem. The fourth is research questions. The fifth is purposes of the study. The sixth is significance of the study, and the last is outline of the study.

### **Background of the Study**

To be able to communicate by using a language, a person needs to master four language skills such as listening, reading, writing, and speaking. Listening is a skill to get the information from spoken language. According to Brown (2004), listening is to understand designed information in context of spoken language. Listening is a skill to get the information by hearing the spoken language. Brown (2004) also stated that reading is a means to convey information in written word. It means that reading is a process in delivering the information by writing. On the other hand, Brown explained the definition of writing. According to Brown, writing is a permanent product that is designed into the form of written document. The last skill that he explained is speaking skill. Brown revealed that speaking is process of producing language in oral or spoken form.

From all four language skills, Nazara (2011) asserted that speaking is the most important skill the learners can be acquired. It is because many language learners assume that speaking ability as the measurement of understanding a language. As in society, speaking becomes the measurement for person's comprehension in language. It is because language becomes one of the tools in

communicating within society. Harmer (2001) commended that speaking is the tool for effective communication. Therefore, speaking is necessary for people to have an effective communication. In relation to this, Oradee (2012) stated that speaking skill is the basic for communication, and it is the most difficult skill to be acquired for the foreign language learners.

To improve speaking skill, foreign language learners need the activities providing the learners to practice the language. Živković (2014) asserted that to improve speaking skill, English learners need a lot of opportunities to practice the language in order to encourage the learners to communicate their needs, ideas, and opinions. Practicing the target language aims to give learners a chance to communicate their needs, ideas, and opinion. Besides that, practice can improve students' speaking skill. Harmer (2001) mentioned the activities that can improve speaking skill are role-play, discussion, and presentation.

Presentation is one of the activities that provide learners the opportunities to practice the language. Živković (2014) mentioned that oral presentation encourages foreign language learners to have in depth practice of language, and it is the best way to practice students' communication ability. It is in line with Bankowski (2010) who stated that oral-presentation provides a way for students to practice and demonstrate acquired skill. They can practice their acquired speaking skills in front of the audiences. In doing presentation, presenters need to present the materials in front of some people. It is one of public speaking kinds which is required the speakers to share subject in front of the other people. In doing presentation, presenters need to talk to a group of people and show the real communication in a large number of people in society.

In educational field, presentation is one of the popular activities used by the teachers in teaching and learning process. Zaine (2015) stated that presentation makes the students more active. Therefore, many teachers use presentation as learning activity. Applying presentation activity in learning language gives both benefits and challenges. According to Nazara (2011), “Many non-native English learners assumed that speaking as the most difficult skill to be mastered” (p. 29). It is because non-native English learners do not use English every single time, and they were born in non-English environment. It becomes one of the reasons for some people for not being confident to give presentation using English language. To reduce nervousness and increase confident, presenters need preparation. Nikitina (2011) mentioned that preparation and planning the presentation help to reduce nervousness and appear more confident and more knowledgeable to the audiences. Doing good preparation makes the presenters more understand the material. That is why the presenters who prepared well will be more confident.

Good preparation will give a lot of benefits to the quality of presentation. Preparation also gives the biggest influence for presenters’ performance. The decisive factor in the success of presentation depends on how the presenters prepare it. Preparations also determine presenters’ performance in the day of the presentation. Rarick (2010) stated that the presenters will be well aware on the day of the presentation about what and how to present, if they well prepared. Thus, the preparation influences the presenter to get successful presentation.

### **Statement of the Problems**

In an English Language Education Department in a private university in Yogyakarta, presentation becomes the most activity conducted in many courses. It

is used to assess students' English speaking proficiency as well as the activity to complete the task of the courses. Many teachers in the department use presentation as the activity to involve student in the learning process in individual or group presentation. It aims to make students active in the classes. However, there are still many students who do not deliver successful presentation. It might be the indication for the students that they do not do the preparation in a good way. Besides that, to deliver the presentation, students need to prepare it well. Based on researcher's experience, sometimes the presenters face some challenges in preparing the presentation. In addition, doing preparation for presentation helps the students to get successful presentation.

The problem in unsuccessful presentation might be caused by unprepared presentation. Thus, the researcher was interested in conducting a research entitled "Students' Perception on the Presentation Preparations in English Language Education Department in a Private University in Yogyakarta". It aims to investigate the students' perception on the presentation preparation and to figure out their challenges in preparing the presentation.

### **Delimitation of the Problem**

Based on the statement of the problem, this research focuses on the students' perception on the preparation in academic presentation especially in classroom presentation. It covers the students' perception on the benefits of preparation and the challenges toward presentation. It does not include the benefits and challenges of preparations toward language learning in particular.

## **Research Questions**

The research questions of this research are constructed as follows:

1. What are the benefits of preparation of presentation based on students' perception?
2. What are the students' challenges in preparing a presentation?

## **Purposes of the Study**

The researcher conducted this research to answer the research questions above.

The purposes of the study are presented below:

1. To figure out students' perceptions on the benefits of preparation of presentation.
2. To figure out the students' perception on their challenges in preparing presentation

## **The Significance of the Study**

This study has some significance to some parties. This study is expected give the benefits for students, teachers, and other researchers. The explanations are presented below:

**Students.** This research provides information for English learners about the importance of preparation before doing the presentation inside or outside the classroom. Therefore, students can do preparation before doing presentation, so that they can perform their presentation in a good way.

**Teachers.** This research gives more information for the teachers about students' perception in preparation of presentation. Hence, the teachers can help the students to do the preparation of presentation. For example, the teachers help the students in finding appropriate materials of presentation, help the students in understanding the materials, or correct the language which will be used by the students.

**The other researcher.** This research hopefully could be the reference for further researchers who will do the research in the same or similar area of research.

### **Outline of the Study**

This part presents the outline of each chapter in this research. This part may help the readers to connect each chapter. There are five chapters in this research. Chapter one is the introduction that consists of background of the study, statement of the problem, delimitation of the problem, research questions, purposes of the study, significance of the study, and outline of the study.

Chapter two is about literature review and conceptual framework. Literature review presents the theories supporting this research. The theories are about speaking skill, presentation as learning activity, and preparation in presentation. In conceptual framework, there is summary of theories of the study.

Chapter three discusses the methodology of the study. This chapter contains of five parts including the research approach, research setting and participants, data collection method, data collection procedure, and data analysis.

Chapter four elaborates findings and discussion of study. This chapter provides information about data of the research and its relation to the theories. There are two main discussions that are elaborated in this chapter regarding the preparation of presentation.

Chapter five consists of conclusion and recommendation. This chapter explains the general answer of the research question of this study. Moreover, it also gives recommendation for the students, teachers, and other researchers about the result of the research.