

## **Chapter One**

### **Introduction**

This chapter presents the introduction of the research. There are several important points explained in this chapter. This chapter is divided into six parts, and it provides background of the research, statement of the problem, research questions, objectives of the research, and significances of the research. In the last part of this chapter, the researcher presents the outline of this research.

### **Background of the Research**

Learning technique is an operational term and implementation of the learning strategy chosen in achieving the learning objectives. Strategy and technique are two different things in teaching and learning process. Sanjaya (2016) stated “strategy is a plan of operation achieving something while technique is a way in achieving something” (p.84). In the learning activities, the teachers must have the appropriate strategies and learning technique to be implemented in the learning activities. Then, the next step is to determine the learning techniques which will be used in the classroom for delivery of material to students. Sanjaya (2016) stated that the learning technique is as a way that someone does in implementing a specific method. According to Anthony (1993), technique is a way of strategy or tactics used by teachers to achieve maximum results at the time of teaching in a particular section of the lesson. Besides, it consists of discussion, lecture techniques, question and answer session and presentation.

Presentation is one form of verbal communications which is often implemented in classroom learning activities. In general, presentation is a form of

communication and delivery of information orally in front of many people.

Triwidodo and Hasan (2004) argued that presentation is a form of oral report on a particular fact to the communicant. In addition, presentation is an active activity which is done to deliver and communicate ideas, knowledge or information orally to a number of audiences.

Presentation is usually done in many occasions. One of them is in higher education or university. In university, the students often get the assignment to be presenters to present a material of the topic in front of the class orally. Presentation can be done in individual or group, and can be categorized in various types such as speeches, teaching, interviews, debate and seminars. Triwidodo (2004) stated, “A good presentation is delivered by students using audio or visual aids to be clarified by pictures, voice, and videos” (p.108). In regards to the statement mentioned, the information which is delivered to the audience orally will be more interesting when being presented using audio and visual aids.

Meanwhile, in an English Language Education Department (ELED) of private University in Yogyakarta, almost all teachers give the students the assignment or final assessment to do oral presentation about a certain material by individual and group presentation. In addition, the teacher of each course asking the students to doing oral presentation technique in every semester, and many teachers ask the students to use audio and visual aids when they do oral presentation technique.

As a matter of fact, there are many students who find some problems when they do an oral presentation. Based on the researcher’s experience and some

explanations from researcher's friends, they found some problems which are often experienced. For example, the students felt nervous and feared of making mistakes because they were not confident when they had to appear in front of the audiences whose knowledge and experience were higher than them. Likewise, the students who did not master the material and sometimes they forgot the material which must be delivered. Furthermore, another issue appeared is the technical problem when students do oral presentation such as error in projector use, speaker, laptop's cable and other technical issues.

Oral presentation technique has been applied at ELED of a private university in Yogyakarta. From the phenomena mentioned above, it can be interesting and important problem to be researched regarding the research topic. Hence, the researcher would like to know more about the students' perception on the benefit perceived by students in doing oral presentation technique and the challenges that the students might face in doing oral presentation technique. Therefore, the researcher is interested in conducting a research to investigate the students' perception on doing oral presentation for their speaking skill.

### **Statement of the Problem**

Based on the researcher's experience, researcher identified some difficulties faced by students at ELED of an Islamic Private University in Yogyakarta in doing oral presentation. The difficulties that often faced by students are divided into two types, namely linguistic difficulties and non-linguistic difficulties. Linguistics is a scientific study of language such as the study of grammar, words, and phonology. Linguistic difficulties are the difficulties that arise because of external factors or the

environment of a person. The examples of linguistic difficulties which are most often faced by students based on the researcher observation are lack of vocabulary, lack of grammar knowledge and poor pronunciation. There were some causes of linguistic difficulties namely lack of read grammar book, difficult to combine vocabulary became good sentence, and lack of practice pronunciation.

In addition, psychological difficulties or non-linguistic difficulties are the challenges which often involve the emotional or physical health. These difficulties frequently arise due to the internal factors or personality of the students. Based on the researcher's observation, the difficulties which include non-linguistic are confidence, nervousness, worry, fear, shyness, demotivated feeling, passiveness and less participation in class.

In light of this situation, there are many factors which have been identified as the causes of such issue occurring among the students. Thus, these contributing factors will be further investigated in this research in order to overcome the problem to this research.

## **Research Questions**

Based on the background of the research, the researcher formulates two research questions. The research questions are presented as follows:

1. What are the benefits perceived by students in doing oral presentation in English learning?
2. What are the challenges faced by students in doing oral presentation in English learning?

## Objectives of the Research

Based on the research questions, this research has two objectives. Those objectives of the research are:

1. To identify the benefits as perceived by students in doing oral presentation in English learning
2. To analyze the challenges faced by students in doing oral presentation in English learning.

## Significances of the Research

This research is aimed to giving positive advantages for some parties such as researcher, teachers, students, and other researchers.

**For the researcher.** As researcher is a future teacher, the result of the research will become additional information on the use of oral presentation technique in learning English. This research also gives information about the benefits on doing oral presentation by students, and students' challenges on doing oral presentation. In addition, the researcher can prepare the strategy to help the students if the researcher will be a teacher later. Thus, this research can also help the researcher to apply this research information in the future.

**For the teachers.** As the people who apply the classroom oral presentation in learning English, the teachers can use this research as their evaluation on how they should teach and introduce oral presentation to the students. Besides, this research can be useful for the teachers as a reflection to their teaching. This research helps the teacher identify the students' challenges in the classroom oral presentation.

Therefore, from this research, the teachers can find other ways to facilitate and help the students in doing oral presentation.

**For the students.** The students who read this research will get knowledge about the students' challenges and the benefit in doing oral presentation. In regards to this research, students can learn and get beneficial information before doing oral presentation. Hence, the students can prepare the classroom oral presentation better and face the challenges in doing oral presentation.

**For other researchers.** The other researchers who read this research can get benefit to conduct the other research in the same topic. This research gives information about classroom oral presentation. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. From this research, the other researchers can get idea to explore more about doing oral presentation such as exploring the audience in classroom oral presentation. Also the other researchers can conduct research by using different method. Hence, by conducting this research, it can also encourage the researchers to conduct the researches related to the same area of this research.

## **Outline of the Research**

The research consists of five chapters. The first chapter presents the introduction. In introduction, there are six parts namely background of the research, statement of the problem, research questions, objective of the research, significances of the research and also outline of the research.

The second chapter highlights some theories related to this research. Besides, it covers the definition of speaking skills, the difficulty of speaking, methods to improve speaking skills, oral presentation technique, the benefit and the challenges of doing oral presentation. The following of the second chapter includes the review of related research and conceptual framework

In addition, the third chapter presents the information on how the research was conducted. Also, it discusses how the data were gathered and analyzed to answer the research questions. This chapter consists of six parts such as the research design, research setting, research participant, data collection technique, data collection procedure, and data analysis. This research is qualitative approach that was conducted in one of Islamic University in Yogyakarta. In this research, the researcher chose descriptive qualitative design and the researcher collected the data by doing an interview for four participants chosen by the researcher. And for the data analysis, the researcher underwent three steps namely transcribing data, member checking and coding.

The fourth chapter discusses research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also compares the relevant literature of the research. Based on research question; the researcher gets the finding as general. The result of the benefit perceived by students in doing oral presentation are improving student's language skill and knowledge and increasing student's self confidence. Finally, the result of the challenges faced by students in doing oral

presentation are problem in difficulties in time management, lack of confidence, language knowledge and teamwork.

For the fifth chapter, it includes the conclusion and suggestion. In this last chapter, the researcher presents the conclusion of the research finding related to the research questions. In this section, the researcher has the conclusion that actually every participant in this research has different perception about the use of oral presentation technique. The perception is about the benefit perceived and the challenges faced by the students in doing oral presentation. In addition, this chapter contains the recommendations for some parties such as the lecturers, the students, and other researchers.