

Chapter One

Introduction

In this chapter, the researcher discussed about some parts namely background of the research, identification of the problem, limitation of the problem, formulation of the problem, Purposes of the research and for the last is significance of the research. Finally, the outline of the remaining chapter is given.

Background of the Research

English is applied as foreign language in Indonesia. Based on Brown (2007), to be successful in English learning, both the teachers and students have to know how to apply the teaching method. Then, Harizaj (2015) said that “learning English effectively is affected by methodology, teacher’s attitudes, beliefs and also by student’s motivation to learn” (p.1). It is also related to the result of Malawi Institute of Education (2004), they stated that in the teaching activity, teacher should know each detail that want to be used in the teaching. Appropriate teaching methods, the strengths and weaknesses of each method, the purpose each can serve, how each method can be used in practice are some details. The teachers who want to teach in the classroom, should know and understand about kind of method that can be applied in the class. This can be concluded that teachers should find the appropriate teaching method for students.

Teachers play is an important role in making a planning. How the students receive the material or knowledge depends on the teachers. Teacher should know

how to choose the appropriate method in the class. It means that how is the impact of the method that teacher used. Teacher is a person who has to guide and accompany students (Mehmood & Rehman, 2011). Mehmood and Rehman, (2011) also stated that “the effective teaching methodology is to be adopted according to the needs of students so that proper guidance can be given” (p.1). It means that an effective teaching method is a teaching method that can sufficient and appropriate for students’ need so that students can achieve their objective in learning. Actually, learning language is about practice. Here, students have to practice directly in speaking, writing, and reading. So, students are not only listening and being passive in the class. Scott (2005) as cited in Enein (2011) stated that “learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Students should know how native speakers use language in real life situation” (p.12). On the other hand, Callahan, Clark, and Kellough, (1998) as cited in Zaine, (2015) said that students do not use the same method. This is caused by each student has different ability in receiving the material. Each student has their own solution for problem in learning.

Renewal and improvement in education system makes teacher have to think creatively to create students to be active in the classroom. According to Cassie and Constantine (1977) as cited in Zaine (2015), “presentation is a way or strategic for students to speak in public. Presentation makes students speak louder and explain the slides for the audiences” (p.9). So, it can be concluded that presentation creates students to be an active learner. They can speak more using

the target language in the classroom. Learning and practice have an important role to make students speak English fluently.

Presentation is the method that can increase student's self-confidence. On the other hand, according to Riddel (2003) "situational presentations are controlled and effective ways to introduce language at certain levels" (p.30). It can be concluded that presentation can be classified as appropriate method to teach language. This is caused by through presentation students will have more chances to practice the target language.

There are a lot of benefits in applying presentation method in English learning, but it has some challenges. There are some students who feel difficult in doing presentation. According to Emden and Becker (2004) as cited in Einen (2011), stated that "many learners are worried about talking to an audience and this is understandable. They may feel both nervous and vulnerable when they look for the first time at a roomful of people waiting to listen to them. It's a natural reaction" (p.19). In other word, students feel both nervous and vulnerable when they have to speak in front of the audience.

On the other hand, sometimes the presenter is less detail in presenting and explaining the material. Not all of students can explain clearly about their presentation. Surely, it will make both of presenter and audience be confusing about the lesson. It is related to Severeid (1999) who said that presentation can lead to confusing and unsettling. It means that besides create an interactive skill for the students in one side, presentation also can lead to confuse and stress. This is similar with researcher's feeling when having presentation because in English

education department all lecturers use presentation in class. The researcher felt that there is a heavy burden when did a presentation. There is a reason why researcher would like to do a research about students' perception on using presentation method in learning English. The researcher has curiosity on how students' perception when the teacher asked them to present in the class at English Education Department University Muhammadiyah Yogyakarta. It can enrich teacher and students' knowledge about the benefit and difficulties on applying presentation in the activity class.

Identification of the Problem

Knowing students' perception is useful way to know how media, material and method used by teacher in the classroom. According to Kreitner and Kinicki (1995) as cited in Mayangsari (2014), perception is a mental and cognitive process that enables us to interpret and understand our surrounding such as how the environment, situation and also the other supporting aspect. Each student has different perception about the method which is used in the classroom. Although, teacher gives the same material and method in the class but each student has different ability in catching the material. Thus, with the perception from students about learning activities and process in the class, teacher will know whether their media, material, and the method will be successful and effective or not.

Related to the background, the researcher would like to know how students' perception in implementing presentation method at English Education Department in UMY. Become an English teacher is not easy. The difficulties on teaching English are caused by some reasons. Firstly, English is only used as a

foreign language. It means that the students only speak English in the classroom for learning purpose. The students do not speak English for their daily conversation. That is why students feeling hard to speak English fluently. Besides that, they confuse how to start a conversation. So, sometimes presentation method is not working for some students.

Based on the researcher's experience in studying at EED UMY, the lecturers were applying presentation method from early semester. It is a good way to learn language because the students can practice their speaking ability directly. In the other hand, the researcher and some students had not had good skill in speaking English, because not all of the students who enrolled in English Department have good knowledge and background in English. When the researcher and some students wanted to have presentation in front of the class, the students and the researcher have to memorize what will be explained in the presentation. Many students are anxious with their presentation. This leads to be nervous, so that students cannot get the maximal result in presenting their assignment. It is in line with Lee and Park (2008) who said that "presentation may be a stressful task for learners who are not yet readily equipped with the skills of preparing" (p.19). For passive students, applying presentation is not easy. They will feel nervous, afraid, and the other negative feeling so that many students cannot get the best result for their study.

Limitation of the Problem

Based on the identification of the problem, the researcher will focus mostly on the students' perception on the use of presentation method in English

learning at English Education Department University Muhammadiyah of Yogyakarta.

Formulation of the Problem

Based on the background, identification of the problem, and limitation of the problem, the researcher formulates two research questions as follows:

1. What is students' perception toward the benefit on using presentation method at English Education Department of Muhammadiyah University of Yogyakarta?
2. What is students' perception toward the difficulties on using presentation method at English Department of Muhammadiyah University Yogyakarta?

Purposes of the Research

Based on some research questions, there are two purposes of this research:

1. To find out students' perception toward the benefit on using presentation method in learning English at English Department Muhammadiyah University of Yogyakarta.
2. To identify students' perception toward the difficulties on using presentation method in learning English at English Department Muhammadiyah University of Yogyakarta.

Significances of the Research

This study is expectantly hoped to give a valuable contribution for teachers/lecturers, students, the researcher, other researchers, and education institution that include especially in learning process implementation.

Teacher/Lecturer. Hopefully either teachers or lecturers can understand the perception of students about using presentation method in English teaching. Based on the students' perception, teachers can know how the impact on applying presentation method for students. The teachers also can get the evidence about some benefits and problems in applying the presentation method in the classroom. Then, the teacher be able to minimize the weakness on using presentation method in learning English.

Students. The researcher hopes that this research can be used for students to giving the knowledge about presentation method. So, they can realize how presentation method is. Then, they can prepare maximally and also get the maximum benefits of presentation method.

The researcher. This research hopefully can increase a wonderful knowledge for the researcher about how the presentation method in English teaching is working. The research is expected be able to give the evidence about the benefits and difficulties on using presentation method for student based on students' perception.

Other researchers. This research could be a references for the other researcher who want to conduct the same research. On the other hand, if the other researcher wants to be teachers in the future, they also could use this research as the knowledge on applying presentation method in the class. So, they could know about how presentation method gives effect to the student.