

Chapter Two

Literature Review

In this chapter, the researcher presents some literature related to the students' perception, teaching method, and presentation method. Also, the researcher presents the conceptual framework in this research.

Students' Perception

In the teaching activity, knowing students' perception is significant part for teacher. Teachers have to know how the feeling and opinion of students about teachers' method on delivering knowledge. Because when the teacher knows about students' feeling, it makes easier for the teacher to evaluate their method in the class. According to Henry, (2003), perception is the process in which we as human can take or feel a sensation from the environment and we can interpret them. Interpret the sensation that we feel and share with the other using our knowledge. Based on the Hendrie's definition, can be concluded that students' perception is knowing the sensation or students' opinion about the environment in the class. Students have to know and interpret the style, method, media, and material that teachers use. Based on the students' perception, teachers are able to improve their style, media, method, and material that they use in line with students' desire.

On the other hand, knowing students' perception makes teacher more comprehend about what they students' need in teaching activity. So, they can be

easier to get deeper understanding. In the learning and teaching activities, students receive stimulation in the form of information such as course materials that provided by the teacher to the student with a particular method. Students will give a meaning of stimulus, a process of giving meaning by the student is called student perception (Damelia, 2015). The other opinion is from Aziz (2009) as cited in Ahmed and Ampadu (2012) who argued that:

Collecting data from students regarding their teachers' teaching provides meaningful data of what their teacher does. The collecting data from students about their teachers' teaching is a valuable as their perceptions are colored by challenging and interesting experiences that allow them to observe learning and teaching behaviors more intimately than their teachers. That is, students' perceptions of their teachers' teaching contribute very much in improving the teaching and learning of the subject as it provides valuable suggestions and directions for the teacher's future improvement (p.3).

Based on some opinion, it can be concluded that students' perception is the part of improving the quality of teaching and learning method for the teacher. It is mean that students' perception can make students share and express their feeling of how about the method of their teacher on giving the material. Then, teacher can use it to introspect and improve the teaching method. Some opinion above said that students' perception is the direct suggestion and it will beneficial for teacher.

Teaching Method

Teaching and learning are a contract between two parties for which they both need to agree the term. It is not a one-side affair. Teachers need to understand what student wants and expectations just as much as they are determined to push their own methodological beliefs. However, this does not merely mean that they have to abandon their own theories because the students are not used for what their teacher wants to do. It means, instead, that some accommodation has to be reached between what the two parties want and expect. With so many different approaches and method available, many teachers are unsure of which to choose and how to go about making that choice.

The originators of a method have arrived at decision about types of activities, roles of teachers and learners, the kind of material which will be helpful, and some model of syllabus organization. Methods include various procedures and techniques as part of their standard fare. When methods have fixed procedures, are informed by a clearly articulated approach, they are easy to describe (Harmer, 2002, p.78).

Besides, according to Vijayalaksmi, (2004) as cited Mehmood and Rehman (2011), “teaching is both an art and science. Able teachers always find ways and means to improve their teaching techniques. With the change in time the teachers are asked to employ newer methods for teaching their pupils more effectively so that they must be able to cope with the demand of the age. The latest techniques of teaching are a need of hour” (p.1). There are several teaching methods which are used to teach various disciplines. The important teaching

methods that are commonly used by the teachers are such as direct instruction or lecturing, inquiry based learning, cooperative learning and group discussion.

In teaching English, there are many available methods. Collaborative learning, cooperative learning, problem based learning, student center learning, and active learning. One of the effective method is active learning method. according to Prince (2004) as cited at Maat (2014), active learning is a learning where the students engage in activities such as reading, writing, discussions, or problem-solving that promotes analysis, synthesis and evaluation of the class content. Active learning instructional can be created and used to engage in thinking critically or creatively, speaking with partner, in a small group, or with the entire class, expressing ideas through writing, exploring personal attitudes and values, giving and receiving feedback, and reflection upon the learning process (Eison, 2010). Eison (2010) also mentioned that presentation is the kind of active learning. On the other hand, Price (2004) said that:

Active learning is generally as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they doing. While this definition could include traditional activities that are introduced into the classroom. The core elements of active learning are student activity and engagement in the learning process. Active learning is often contrasted to the traditional lecture where students passively receive information from the instructor (p.1).

Faust and Paulson (1998) said that “active learning is any learning activity engaged in by students in the classroom other than listening passively to an instructor’s lecture. As we will show below, this includes everything from listening practices that help students absorb what they hear, to short writing exercises in which students react to lecture material, to complex group exercises in which students apply course material to “real life” situation and / or new problem. The term cooperative learning covers the subset of active-learning activities that students do in groups of three or more, rather than alone or in pair” (p.4). On the other hand, Harizaj (2015) said that:

Teachers have to refer to the practical use of this method rather than theory. Student’s goals are teacher’s goals. Communication in English language is the most important principle by applying interaction as much as possible, facilitating the learning process and making it meaningful to our students. Using guided discussion may help a lot of teachers who want to differentiate strategies and have effective teaching in their own classes. Active learning happens through interaction. Through discussion students build confidence in their own learning and social relationship which will help them in real life (p.6).

Based on some opinions above, the researcher could know that the importance goal of learning is students’ communication. Each teacher has design the teaching method which can give opportunity for students to improve their communication skill. Applying active learning is one of some way in building the communicating teaching practice.

Presentation Method

Definition of Presentation Method. Presentation is a method or style in which the students get the opportunity to practice language in situation which encourages them to communicate their needs, ideas, and opinions in front of the audience. The definition is related with Tkachenko (2014), she said that “presentation is described as a speech or talk in which a new product, idea, or piece of work is shown and explained to an audience” (p.2). In line with the definition, there is other definition which said that “the study of presentation is a chance for students to gain insight into knowledge and skills that make a good lecturer which often turns to become their vocation. The mastery of the subject topic and the good will to interact with others will allow them to actually enjoy sharing their knowledge in a constructive way for both their audience and themselves with structured planning and organization” (Zivkovic, 2014, p.463).

On one hand, “presentation class provides them with a chance to learn English on their own to explain about the topic and be able to answer the questions their peers had with a close interaction between the presenter and the classmates. Student presentation might help students participate more actively, have them ready for future presentation, and provide them to learn new vocabulary and knowledge in English and to appropriately use what they learned in class” (Lee & Park, 2008, p.2).

The other definition explains that a presentation is an informative talk or sharing about their knowledge. It means that an activity in which a knowledgeable person shares their knowledge to the other person. Then, according to Zarefsky

(1996) as cited in Suprawanlai (2005), “presentation is presentation is one form speeches in which the purpose is to inform and to persuade” (p.23). Based on the definitions above, the researcher can take out the component that an activity in which the students get a topic of material from the teacher, then the teachers asks students to explain and share knowledge the topic of material with the audience. Generally, teacher ask the students to present their presentation as their assignment. It has the purpose to give as opportunities for the students to practice their speaking ability and develop their critical thinking. On the other hand, students can learn by their way and make the students be having a big chance to create and develop their own material.

In practicing presentation, it is different with the speech. According to Dunckel & Parnham (1989) as cited in Suprawanlai (2005) state that “presentation differs from other speeches because it targeted specific audience, who expects explicit information, intelligent persuasion, and credible content” (p.23). It means that the presenter will give an explanation the material based on the audience. Because the audience joins the presentation activity to get information and knowledge. So, the presenter has to make sure that the audience is understand and clear with the explanation. To make a good presentation, among presenter, audience and the content of presentation should have perfect preparation. It related with Enein (2011) as cited in Siddons (2008) states three essential ingredients of a presentation:

1. The audience
2. The presenter

3. The presentation

Based on the Einen, each of these three ingredients is vital to a successful presentation. So, for the presenter is not only preparing for the presentation, they also have to prepare their selves and the audience. It related with an opinion in which said that “the most importantly of all, even if the presentation is perfect and the presenter inspired and charismatic, if the audience isn’t interested or engaged, then the presentation will certainly fail.” (Wallwork, 2010 cited at Enein, 2011, p.39).

The benefits of presentation method. On implementing a presentation, it has a lot of benefits for the students. Firstly, it was mentioned by Burder and Byrd (2003) that presentation can be used to share and discuss information in a short time, to explain difficult ideas, to stimulate student desire to learn, to present information in a certain way or adapt it to a particular group, or to introduce or explain learning tasks. On the other hand, Opitz and Tufts (2010) said that presentations such as these can be used successfully as a substitute for interactive practiced without seemingly negatively influencing student performance in practical/applied tests or examinations. In learning English, practice is the more importance than theory. So, practicing presentation is successful for change the test or examination. Then, an added benefit is that it allows students in a large and diverse class to get to know one another. According to King (2002) as cited in Miles (2007), “It has also been argued that by doing oral presentations and increasing student anxiety levels, we as teachers are actually contradicting the important aspect of language acquisition” (p.104). Based on some benefits that

have mentioned, can be conclude that presentation is the effective way for the students in practice their speaking and develop their critical thinking. Because when the students present in front of the audience, they have to explain in detail and clearly. So, the audience also could take the benefits of the presentation.

On the other hand, based on the as Emden and backer (2004) cited Enein (2011), The benefits of student presentations will be influenced by the situation but they can be summarized as providing opportunities for:

1. Student-centered participation in their learning. It means that the learning activities is centered in the students. The opportunities make students to explore more about their ability. So, the students have a big part on their learning.
2. Develop new knowledge and perspectives on a topic. It means that when the presenter gives clear explanation and give good reason on the presentation, so, the audience can learn new knowledge and have deeply understand from the presentation. On the other hand, presentation is the challenges learning for the presenter, because they have to learn how to explain a material for the audience in clearly.
3. Practice in a known environment/situation. Presentation is a practice for the students in the safely environment. It means that usually teacher ask for the student to present in front of the class for their assignment. So, the presenter only will perform in front of their classmate. It makes easily for the presenter because the presenter already knows the audience. Both of the presenter and

the audience are familiar each other. So, it makes decrease the nervousness for the presenter.

4. Increasing confidence to speak and present in front of an audience.

Presentation can practice the presenters to perform in front of the audience.

On the other hand, they have to share and explain their knowledge for the audience. To present in front of the class, students need high bravery. So, presentation will practice the students to confidence and brave to speak in front of the audience. On the other hand, presentation also can help students to decrease their anxiety.

Presentation is the appropriate way to give training or practicing for students who want increase their confidence, speaking ability and critical thinking. It related with Miles (2007), he said that “There are two findings of note from this simple survey. Firstly, it relates to general oral communication skills (improving their English and speaking, gaining confidence in speaking and challenging themselves to speak more). The more traditional presentation skills such as using power point, and the intangible skills teachers always claim come from doing presentations (getting job skills, working better in groups, organizing your thoughts better)” (p.105). So, based on the statement, presentation also could train students to be better in group work. Because when they do a group presentation, it requires students to create and able to manage their group and present the best perform. Riddel (2003) also said that “presentation makes language more real than just a series of roles and explanations. The students see the language in situation that is real and that provides the meaning. If it works,

well, the presentation is interesting, even enjoyable. Above all, it's much better than giving an explanation of a language point" (p.30). The point in which can take from Riddel is when the presentation has good and well working, students will interest and enjoy the study. Then, students can learn in the real language learning. It is mean that they can practice in the classroom.

The difficulties on applying presentation method. In applying presentation, not all of students are success and appropriate for them. Necessarily, there are some students that feel difficult in practice their presentation. The first difficulty, sometimes "The presentation is not effective because it does not properly address the needs of the intended audience. The audience is not persuaded" (Wilder, 2008, p.45). It means that, sometimes the presenters do not get their point and the audience cannot figure out about what the presenter is explaining. So, it will make the audience do not care with the discussion. Based on the problem, both of presenter and audience will be disadvantaged. They also mentioned that presentation often do not actively engage students in learning, permit passive learning, and generally do not provide the teacher with opportunities to check student understanding. Zivkovic (2014) mentioned that "teaching students to design effective presentations implies developing their insightful and well-trained thinking strategies that can produce clarity in communication that actually improves the quality of thought and vice versa" (p.468).

Presentation should not be used when objectives other than knowledge acquisition are sought: the information is complex, abstract, or detailed; learner

participant is important; higher cognitive learning is sought; or students are below average in ability (Gage & Berliner, 1998 as cited in Burder & Byrd, 2003). On the other hand, Miles (2007) also said that “students were not actually so much interested in learning how to do presentations, as they were in learning how to communicate their ideas in an informal manner” (p.106). On the other hand, Suprawanlai (2005) said that “the reason why it is important for the students to learn presentation skill is that most of the times a person will be asked to give presentation in front of the public, unfortunately for most people, giving a systematic, informative, and persuasive presentation are frightening” (p.8). Based on the Suprawanlai, it can be concluded that learning presentation skill is important because in the future, the people has to present or speaking in public. When they don't have an experiences on presenting in front of the class, they couldn't face their frightening.

Be connected with the frightening, Ziddons (2008) had mentioned some poor reasons why students feel difficult on doing presentation. The first reason is the audience is not interested in what you are going to say, or does not need to hear it. Audience expression is the most important for the presenter. When the audience shows their face in bored and unclear with the presentation, the presenter has to act or explain more their material in interesting presentation. But in the reality, the presenter will feel down and could not handle the audience when the audience shows that they are not interest or think that they do not need to hear the presentation.

The second reason, if the audience does not know why they are there, or the presenters not sure why they are presenting. Not all the students are serious in their learning. It is caused by their self-motivation on learning. Sometime students who do not have motivation and serious learning, they do not know what for they learn in the class. So, both of the audience and presenter who do not have motivation, they would not get the maximal result. The third reason is when the presenter does not have objectives for the presentation. The objectives of the presentation are important, because when the presenters do not have an objective, presenter will speak and present in unspecific material. The fourth reason is if the audience feel that they have better things to do. It will make down for the presenter without prepare more. And the last reason when the presenter is in way halfhearted about the presentation. Doing activity in the halfhearted, it will get halfhearted result. So, when students practice their presentation in halfhearted, both of the presenter and audience wouldn't get the maximal result or in mastery in material.

Based on the psychology, "the important factor on inhibiting their presentation or public speaking is self-confidence. A someone who has less in self-confidence, they would avoid of their presentation or public speaking. They are afraid if the audience or their partner would be ridicule or blame their fault. So, they would be passive and silent in the discussion." (Rachmat 2009 as cited Wahyuni, 2014, p.52). Wahyuni (2014) also explain that when someone feels afraid to make a communication is known as *communication apprehension*. A student who have communication apprehension, they would be passive students.

Because they would only speak if they are in recessive condition or perforce condition. when someone has low self-esteem feeling, they would have difficulties to communicate their ideas or concept for the other. On the other hand, they also would avoid to speak on public because they are afraid when the audience blame them. self-confidence is a belief of individual for the ability to show they behavior or to achieving their goal (cited Taylor, 2011 as cited Wahyuni, 2014). So, based on the Wahyuni, building and developing self-confidence on students is essential for students. Because, when they could be confidence and belief to their selves, they couldn't present even speaking in front of the class.

Burder and Byrd (2003) also explain some tips in using presentation method. Teacher and student thoroughly plan and prepare presentation, know the content like an expert, limit the length of the presentation to the tolerance levels of the particular age group, present in a way that is interesting to students, provide appropriate level of structure and sequence, maintain flexibility, provide organizers, use the presentation with combination with other method, use instructional media and materials, summarize the content, and provide follow-up activities.

In addition, teaching behaviors such as clarity, enthusiasm, and smooth transitions are all necessary for the presentation if the students are to be motivated and learn the material. Some teacher like to provide students with a note-taking outline to help students to follow the lecture and fill in selected information. On the other hand, based on a review of the research by Rosen shine and Stevens

(1986) on Burder and Byrd (2003), several useful aspects of clear presentations are described as follow:

- a) Clearly set goals and main points.
- b) Provide step-by-step presentation.
- c) Use specific and concrete procedures.
- d) Check for students or audiences' understanding.

Review of Related Study

Study from Melia (2013) investigated about students' speaking performance in class presentation. So, this study gets an analysis how students' speaking performance in doing presentation. A study that conducted at the third year students of English Department STKIP PGRI West Sumatra finds that students have lowest level for each speaking standard, except for fluency standard in speaking. The researcher also mentions some factors that influencing the students. There are caused of lack of vocabulary, did not prepare their material and did not understand about the material. This study did an investigation December 02th, 2013 until December 25th, 2013. The researcher used video of observation in analyzing the data. This research suggests that the students should prepare well before doing presentation. Then, the lecturer also should help the students to encourage students' speaking performance especially in the presentation.

Another study from Sewasew et al (2015) reports about the comparison of PPT and traditional lecture method in material among university students at Ethiopia. This study was conducted in Gondar University in 2012/2013 academic

year. This study was comparing some aspects of teaching method both of PPT and lecture technique. The first result is discussing about the comparison in learning effect. It said that the lecture method is very effective in teaching/learning process for students rather than using PPT. Then, the other results such as students' attitude, and dullness show that lecture method is more effective for students than PPT. For the students' attitude is caused that students have more positive effect than PPT. Then for the dullness, this study shows that PPT makes students duller than lecture method. It means that students become bored and tired with PPT.

Based the reviews of related study above about an analysis of students' speaking performance in class presentation from Melia (2013) and a comparative study on power point presentation and traditional lecture method in material understandability, effectiveness, and attitude from Sewasew (2015) have similarities and also distinctions. The similar of this study is have the same aim. The researcher wants to investigate the problem that concern about presentation method. But, among the research also has different result like as the review above.

Conceptual Framework

Learning English consists of some skills. There are speaking, reading, writing, and listening. To get maximal result in language learning, the teacher has to create a learning method that could make balance among speaking, reading, writing, and listening. Without practicing, the learners cannot achieve the goal in learning English. The goal of learning English is that the students be able to communicate clearly and fluently in English.

Students have to practice producing skill. It is including speaking and writing skill. When students have more practice in language learning, students will have more chances to rehearse language production. It needs practice and repetition in learning English.

There are many strategy and method that can be applied to product a language. One of them is using presentation. Applying presentation in learning English is the best way to achieve a success. Presentation is a way in which students be able to enhance their ability and their self-confident. On the other hand, both of presenter and audience could create their way in learning. Because, students are the principal part in presentation method. Presentation is the way that could provide a place for student to practicing learning. So, presentation would give a lot of benefit for students.

On applying a presentation, generally teacher would give the title of material that would be presented by students. Then, the presentation would be applying in individual or group presentation. when the students could prepare maximal and practice the presentation in seriously, they would get a lot of benefit in their learning. The key to success in presenting their presentation are preparation. The presenter has to prepare among the audience, presentation, and the presenter.

The most difficulty of presentation is nervousness. That natural nature of human. Many students have good preparation but they are fail in the presentation caused of nervousness. Many students were worry to make a mistake in their presentation. Stammered and nervousness, it would create the other problem that

make student be difficult in practicing and presenting their slide. It would create a frightened, shyness, low self-confidence and the other problem that could be the difficulties for students in presenting in front of the audience.