

## **Chapter Four**

### **Finding and Discussion**

This chapter presents about the result of the data that has gathered and analyzed by the researcher. This chapter would report and discuss about the finding of study. The researcher used interview to gather the data and information to answer the research questions.

There are two major research questions which are reported and discussed in this study. There are the benefits on using presentation method at EED UMY, and the difficulties on using presentation method at EED UMY. The first part reported about the finding and discussion to answer the research question of students' perception about the benefits on using presentation method. It was included how students' perception about the effectiveness, the condition of the class, and the other perception about presentation method of students when the learning activity using presentation method.

Then, the other benefits are to create active students, create creative students, presentation can be used to share knowledge, presentation can explain difficult ideas, presentation can stimulate students in learning, presentation method is as an interactive practice to substitute the negative of examination, presentation can be used as a media to know each other, students can increase confidence by practicing presentation method, presentation method is autonomous learning for students, presentation method can increase speaking skill of students.

The second parts reported and discussed on students' perception about difficulties on using presentation method at EED UMY. In applying presentation method, students feel difficult when making the audience be focus in the presentation, make the audience understand, the fear appears in starting the presentation, both of the presenter and student are students, and low vocabulary of students.

**Students' perception toward the benefits on using presentation method at English Education Department of University Muhammadiyah Yogyakarta**

Apart from some usefulness above, there are specific benefits on using presentation method that researcher got from the participants. All of the participants gave their perception about the benefits on using presentation method in the class. After the researcher analyzed, there were thirteen benefits that participants felt when the class was using presentation method to answer the second research question.

**Finding 1: Presentation is effective method to be implemented in learning English at English Education Department of University Muhammadiyah Yogyakarta.**

The first question for the participant was asked about the perception on using presentation method at English Education Department. On answering the question, all of participants stated that presentation is effective method to be implemented in learning English. It was explained by participants in the statement below:

Participants one stated that:

“Presentation method is the effective method to learn English. It is caused by student will focus to listen the material explanation from presenter.” (R1.2)

From the above statement, we knew that presentation method is effective method because presentation method will make students focus on learning activity. Then, participant two also stated that:

“The applying presentation method in the class is good and effective to train student in building the self-confidence and speaking ability. Especially I can speak in front of other people and also to socialize with the other people.” (R2.1)

Based on the opinion of participant two, it can be concluded that presentation method is good and effective method to train students in building the self-confidence and speaking training for students. And the third is from participant three who close in answering the first research question. Participant three stated that:

“Presentation method is good and effective method to be implemented on the learning, because presentation method can increase speaking ability of student. On the other hand, soft skill like responsibility of students can be assessed by the presentation.” (R3.1)

After knowing all of participants' perception, the researcher concluded that presentation is good and effective method on English learning. It was

expressed and mentioned by participants that presentation method increased speaking ability, confidence and responsibility of students. On the other hand, presentation method is a method that can give opportunity for students to practicing and sharing the ideas in front of the audience, so that students cannot be a passive learner. It is in line with Iryna (2014). She said that presentation is effective method on acquiring and learning language. This is caused by presentation is an activity that shows and shares new product, ideas, or project. On the presentation, the presenter should present in detail information for the audiences.

**Finding 2: Presentation method is a media for communicating students' idea**

The main objective of the presentation method is how to make students share and explain about the material based on what the teacher or lecturer asked. Surely, presentation will make the students to explain what they know about the material. Then, the students have to prepare with learn what will they present in front of the audience. It requires students to know and learn how to share and communicating their ideas. Following is the statement from participant two:

“...because my group and I will meet frequently to discuss the material and a part of presentation.” (R2.8)

Before doing presentation, usually the students will prepare in group. They will do a discussion in their group. It will give the opportunity for each member to share their ideas in group. Then, the other statement is from participant three:

“.... Sometime there is debate of our opinion in the presentation.” (R3.16)

Debate in the discussion makes an intensive communication in presentation. Indirectly, it trained students to do a communication. In discussion, the students can share and communicate each other. It can be reported that presentation can help students to improve their ability to share and communicating their ideas. It is in line with Miles (2007) who said that presentation relates with the oral communicating skill, so it improved their English and speaking.

**Finding 3: Presentation method creates enjoyable classroom activities for students**

This finding reported about how the situation of classroom which applied presentation method is. Enjoying and entertaining are the disclosure from two participants. The first is stated in following statements from participant one:

“With the implementation of presentation, we can learn in friends, so I did not feel stress.” (R1.3)

Based on the statement from participant one, it can be seen that the students do not feel stress when they join in the presentation. Presentation method can be classified as method which able to create the learning situation more enjoyable, entertain, and relax. Supporting above statement, participant five also stated about the feeling when joining the presentation activity. Participant five stated that:

“When there is no preparation, I would feel stress. But, when I prepared, enjoy like as there was no burden in joining the class.” (R5.2)

Based on all of participants, the researcher concluded that presentation method is enjoyable, entertaining and relax method to share and explain the material in learning. Zivkovic (2014) also stated that presentation give the interaction among presenter and audience. Then, they actually could be enjoying sharing their knowledge with structured planning and organization. There were also some parts that students should be considered to make the successful presentation. There are some preparations presenter, audience, and material. It related on the Einen (2011) as cited in Siddon (2008), who mentioned that the three importance part are the audience, the presenter, and the presentation.

**Finding 4: Presentation method supports students’ active participation**

Almost all of the participants stated that activeness of students can be increased using presentation method. Participants second, three, five, and six stated about the increasing of creativities’ students on using presentation method.

The following statement of participant one about the activeness of student:

“When I am becoming an audience, I will pay attention in earnest, so that I can ask to the presenter in the next session that it is discussion session when I do not understand. But, when I am being a presenter, I will make an effort that the audience will pay attention to my presentation in earnest”  
(R1.4).

Based on the participant one, it can be seen that the presentation method gave students chance to be active in the learning activity. It is either be a presenter or an audience. Then, the next statements are from participant two. Participant two said that:

“With the presentation method, I will make an effort to be active and socialize with the other students, in order to present in front of the class.”

(R2.2)

From the statement of participant two, this can be seen that the student tried to be active and having socialization on the presentation activity. Long by long, it makes an improvement of the activeness of student. Further is the other statement from participant three:

“in engaging the audience, sometime I also involved the audience in my presentation. For example, I ever involved the audience to discuss together. So, in my presentation is not only me who spoke in front of the class.” (R3.15)

Based on the statement from participant two, the presenter has involved the audience to take part of presentation. Surely, it can create alive and active presentation.

It can be concluded that presentation method can increase the students' participation in the class. The students are active because they assume that presentation is important for them, so that the students should listen and pay attention to the presentation. It is similar with the Lee & Park (2008) who stated that students' presentation could help students to participate actively.

#### **Finding 5: Presentation method supports students' creativities**

Almost all of the participants stated that students' creativity can be increased by using presentation method. Participant second, three, and five stated

about the increasing of creativities' students on using presentation method. The following statements are some perceptions about the increasing creativity of students.

Participant one stated that:

“The study using presentation method will create an active student be creative. This is caused by in presentation is not only insert the words in the slide. But also, we can insert picture, chart, diagram, and even video.”.

(R1.5)

Based on the statement from participant one, we concluded that the presenter can design the slide and they can input what they need for the presentation. Further, participant three also stated:

“The creativity in designing slide of course increase. Maybe, when we less in presentation, the delivering is minimum. I mean that before now, the slide is just copy and paste, then the designing the slide is not neat and interesting. But long by long, the creativity of students can increase.

Almost all of the students just show the point of presentation.” (R3.7)

Based on the participant three, we knew that presentation method increased the creativity of students especially in designing and delivering the presentation. In the early semester many students were only delivering the material with reading without explaining. Then, participant five also stated about the improvement of creativity students. Participant five stated that:



“Presentation can increase the creativity of students because with the presentation in front of the class, we can confidence with our self.

Automatically, we will be creative. I mean that creative in speaking and developing the words.” (R5.4)

Participant five stated that with self-confidence, presentation can increase the creativity in speaking and developing words. Surely, the creativity of students in delivering presentation increase. Among the participants, this could be summarized that presentation method are able in increasing the creativity of students. The students increased their creativity by practicing the presentation frequently. Einen (2011) expressed that the most important part of presentation is interesting among the presentation and how the presenter engaged the audience. The presenter should be good both in design and handle the audiences. On the other words, it could be concluded that the students who want present in front of the class should know how to perform perfectly. By practicing to present in front of the audience frequently, it would make improvement of students’ creativity.

#### **Finding 6: In the presentation method, students can share knowledge**

The other benefit on using presentation method based on students’ feeling is presentation can be used to share or explain the information and knowledge. It was stated by participant one and three. Participant one said that:

“Then, from the point, the presenter should explain so, the understanding of audience will be different. The first, they will see the slide and in the

slide has the points that will be explained by presenter clearly, so that the audience will understand and the presenter also understands.” (R1.6)

Based on the statement from participant one, we concluded that presentation made students to share either knowledge or material where the presenter will explain the material which the lecture to the audience. Further, the participant three also stated that:

“When the presenter explaining the material with shorter, clear, and good, so the audience will be fast in receiving and understand shortly.”  
(R3.9)

Based on the statement from participant three, we concluded that presentation can deliver the material in the short time if the presenter can present well. Substantively, what the participant one and three expressed is showing that presentation method could share and explain the material for the audience. It is in line with Burder and Byrd (2003). They said that presentation can be used to disseminate information in the short time. By using presentation, both students and lecturers used it for explaining the material. Then, the students of English Education Department feel that presentation method could be used to share and explain the material.

**Finding 7: In presentation method, difficult ideas can support students in learning**

Usually, the lecturers will give the difficult idea or material to be presented by students. There are two participants who reported that presentation could be used to explain the difficult ideas. As explained from participant one:

“...but, from the difficulty material, I can learn more. If I just get easy part, surely I only will understand the part. But, when I get difficult part, of course I will search the knowledge that can answer or make me understand. Then, I will explain to my friends.” (R1.7)

Based on the statement from participant one, it can be seen that the difficult ideas or material developed their creative thinking and spirit. Further, the participant three also stated that:

“.... getting the difficult material, I think that it can increase our creative thinking.” (R3.9)

Based on the three statement from the participants, it can be concluded that presentation method can create the independent students with difficult material. In line with above opinion Burder and Byrd (2003) said that presentation method could explain difficult ideas. Both presenter and audience were stimulated to learn more.

**Finding 8: Presentation method stimulates students in learning**

The fifth benefit of presentation method is presentation stimulated students wanted to learn. Presentation can stimulate students to learn more about the

material. The lecturer asked students to search and learn the material. Then, students presented what they get about the material. All students wanted to give their best presentation, so that the students will learn maximally in having the best presentation. It is compatible with what the participant three, four, and five. The participant three said that:

“So far, when I do presentation, I will do as good as possible. I do it seriously, I do not just join the presentation, so that when I get opportunity to present, I will give my best.” (R3.10)

Based on the statement of participant three, it can be concluded that the spirit of students when they learned about material in presentation. Then, the other statement came from participant four. The participant stated that:

“... Because we will automatic compete with the other students. We also want show our best presentation” (R4.9)

Based on statement of participant four, it can be known that presentation method stimulated students in learning. Further the next came from participant five. Participant five said that:

“Usually, when I do presentation, I look into myself. Then from the audience, we can know how we are. Am I interesting or not and it will be a lesson for me to do a better presentation for the next.” (R5.9)

It can be concluded from participant five that students wanted to do a better presentation. They reviewed their presentation. All reporting that students

learn more when there is challenging situation. The researcher found that all of students wanted to give the best presentation because they wanted to get the best score. That is why each student learned more for the presentation. It is in line with Burder and Byrd (2003) who stated that presentation method can stimulate students' desire to learn. Students increased their desire to learn more.

**Finding 9: Presentation is effective to substitute the examination for students**

English Education Department was applying presentation method from the early semester. Some lecturers substituted the examination with the presentation method. Based on the finding of the researcher, three participants reported that presentation method is effective to substitute the examination. It is as the reported by participant three:

“Because, when we do an examination, maybe we cannot get pure score.

Because maybe if we do an examination, we will cheat. But with

presentation, we will get pure score.” (R3.11)

Presentation assessed the students based on their ability because they practiced directly. There is no opportunity for students to cheat each. Then, the other statement came from participant five:

“Presentation can make us to adept in speaking. I think that I am better

doing presentation than do an examination.” (5.10)

Based on the participant five, we concluded that students trained speaking by practicing the presentation. Then, based on what the participants said that presentation method is more effective to substitute the examination. It can be

concluded that the lecturer gave score for students based on their ability. The finding is similar with Opitz and Tufts (2010) who said that presentation method is successfully to substitute the examination. Presentation method is more effective to assess the students. This is caused by presentation assessed students based on their knowledge and ability. There is no deception on applying presentation, because presentation is direct assessment.

**Finding 10: Presentation method makes students know each other better**

The seven finding is students can use presentation as the media to get know one another. Presentation let students to perform as the individual or group in front of the audience, so that among students will know each other. Following the statement of participant one:

“In my batch in EED UMY, there are three class. We do a presentation randomly. Half of students should present in this class and the other students will present in different class. Then, the initially I just know that student without know the class and name. Now, I can know the name and the class. Sometime, we can greet each other.” (R1.10)

Based on the experience from participant one, it could be concluded that each student can know each other after doing presentation. Then, each student was getting closer after doing presentation. On the same finding, participant two also state that:

“In the presentation, we often do in group presentation. That is why we are getting closer. This is caused by my group and I surely will

frequently meet to discuss about the material and the part that will be delivered.” (R2.8)

Statement from participant two told that presentation method got closer with other friends. This is caused by presentation usually do in group. Further, the other statement is saying by participant three:

“...because in the academic presentation major, we get an assignment to present in other class. So, initially I do not know her, where is her class. Now, I know her and the other students in batch 2012.” (R3.12)

Based on the confession of the participant, the researcher discussed about presentation method can let student to know each other. On the other hand, students got closer with the presentation method. It is caused by some reasons namely what the participants said above. Presentation make students know with the performer, discuss the material, and each presenter and audience can ask and answer. It gave opportunity for students to communicate each other. All of them will know each another. It relates with Opitz and Tufts (2010) who said that an added benefit of presentation is among large or diverse class, presentation will make students to get to know one another.

### **Finding 11: Presentation improves students' self confidence**

The finding eleven about the benefit of presentation method is presentation developed confidence in speaking and improving speaking fluency. In language learning, practice is one of the important part and presentation gave the opportunity for students to practice their speaking skill. Further, the key success in

presenting in front of the class is confidence. Without believing of our ability or confidence with ourselves, the presenter will fail because they cannot present to share and explain the material in maximally and clearly. It relates with Al-Nouh et al. (2015) who said that anxiety can impede students' production and achievement. Then, one of the factor that can make anxiety of student is self-confidence. Here is the statement from participant one:

“Gradually, there is increasing of the self-confidence. Although there is still a nervous, but now we can manage it. There is different of nervousness both of the first time and now.” (R1.10)

Based on the participant one, it can be concluded that presentation increased the self-confidence. There is difference when they do a presentation in the early semester and now. Further the next statement came by participant three:

“I think that it is very increasing from the beginning semester until now. I still feel nervous now but it was decrease. Because, before now, I feel very nervous and afraid to do a mistake in pronouncing or grammar. But now, I am brave enough to do a mistake.” (R3.13)

Then, it could be seen that the frequency of presentation practice increased the bravery and self-confidence for student. They trained to do a mistake in the public. Then, the last statement for this finding was stated by participant four. Participant four said that:



“...because we have trained to present in front of class, so now I have felt confidence. Although surely the audience will laugh or my presentation will be boring, it is no problem for me.” (R4.10)

Based on the statement from three participants, this could have concluded that presentation helped students to improve their confidence. Then, the self-confident also can be a step for students in increase the students' ability. It is in line with Enein (2011) who said that presentation is a method to increase the confidence to speak in front of the class. Presenting the material in front of the class, students need high bravery. Presentation practiced the students to be confidence and brave to speak in front of the class. Further, presentation decreased the students' anxiety.

### **Finding 12: Presentation improves students speaking skill**

In the presenting material, the presenter should explain detail for the audience about the material. Apart for share the knowledge, presentation also trained students in developing speaking skill. following the finding that proves one of the benefit of presentation method wherein presentation increased speaking skill for students. The first statement is from participant four:

“My self is increasing in speaking. Because in the beginning semester, I only read the presentation. There is no explaining. Then, now I surely prepare. So, there is a little improvement to explain.” (R4.9)

The statement told that the speaking skill of students increased with practicing the presentation. Further, the next statement is from participant five:

“We prepare the words before doing presentation. So, later surely there is increasing our vocabulary.” (R5.12)

Statement above told that presentation method increased speaking ability for students because the students increased new vocabulary when they prepared the word or resume the material that will be delivered in the presentation. Then, there is also a statement from participant six. The participant stated that:

“...there is a lecture who said that actually your speaking skill has increased. Although you do not know how much the improvement.”  
(R6.13)

Based on the three participant, the researcher knew that presentation method could be used to practice and develop students' speaking skill. The participant said that before doing the presentation, the presenter read and wrote or resume the material that will be delivered and explained in the presentation. It is in line with Melia (2012) who said that in the presentation is a speaking performance who the speaker delivers their idea to the audience through words and sentences. It makes the performance in speaking will show their competence automatically. The finding from the participant above also stated that the speaking skill of student increased by using presentation.

### **Finding 13: Presentation method promotes autonomous learning for the students**

Here is the last finding about the benefit on using presentation method in learning English. In presenting English material, the students should find and

learn the material. So, in other hand they could master the material that will be delivered in the presentation. There were some statements showing that the students will learn in autonomous learning when they implement presentation method. Participant two said that:

“... and after searching material, I will resume, understand, and memorize.” (R2.10)

The statement of participant two mentioned that the students found the resource of material for the presentation. After finding the resource, the presenter resumed about what they will deliver to the audience. Then, the presenter memorizes about what they will explain to the audience. It describes that presentation is autonomous learning. There is still a statement from participant four. Here is the following statement:

“Because the students can find the resources independently. So, the students can find many resource in outside. The students also do not rely with the lecture. I think like that.” (R4.8)

Based on the participant four, it could be seen that presentation is autonomous learning, because students should find and learn the resources for the presentation. Further, participant five also stated that:

“Be responsible for making the audience was knowing and understand about our presentation.” (R5.16)

Participant five reported that presentation method made the student be responsible in doing presentation. Making the students to be independent is also one of learning objectives. It means that the students do not rely to the lecturers about the learning. The students also have to take a part in learning activity. It is like learn the material, practicing, and understand about material. When the students do a learning independently means that the students have implemented autonomous learning. This is caused by autonomous learning is a learning method that requires the students to do a learning independently. It related with Gardner & Miller (1996:6) as cited by Yan (2012: 2) who said that “autonomous learning as a situation in which the learner is totally responsible for all of the decision concerned with his or her learning and implementation of those decision.” So, it means that presentation method promotes autonomous learning because presentation assignment involves students to be responsible for what they learn and how they learn.

### **Students' perception toward the difficulties on using presentation method at English Education Department of University Muhammadiyah Yogyakarta**

The researcher is not only reporting and discussing about the benefit of presentation method. In this study, the researcher also would search, report, and discuss about the difficulty of students on doing presentation method. The researcher asked the participants about what are their difficult feeling when the lecturer applies the presentation method. Based on the result of interview, the researcher finds three difficulties on doing presentation method that the participant felt. The four findings will answer the third research question.

**Finding 1: Students feel difficult in making the audience focused**

Engaging all of the students is not easy. The presenter has to think how to make all of the audience keep focus on the presenter and the presentation.

Sometime, although the presenter did the best effort to make all of the audience focus, there are some audiences who do not focus on the presentation. Surely, it would disturb the presenter to present and explain the material in clearly.

Concerning this finding, there is the statement of participant one:

“I think that there is a half audience who can keep active on the presentation activity in the classroom. Because, sometime there is a student who just joining class for the absent or there is a student who just joining the class without motivation.” (R1.11)

Based on the statement of participant one, we knew that the students in EED UMY are less mastering in handling the audience to keep focus on the presentation. Then, the other statement is from participant four:

“The audience is difficult to handle. It is like me who always take class A. So that they do not pay attention to me. Because in my class was get close. So, they will be noisy by their selves.” (R4.11)

Based on the experience of participant four, it can be concluded that the presenter feels difficult in handling the audiences to keep focus on the presentation. Then, the statement of some participants toward the difficulties on engaging the audience is true. The participants said that handle and engage all of the students is not easy. There are part of lecturer and presenter to handle the

students. It is in line with Wilder (2008) who stated that presentation often do not actively engage students in learning. In classroom, make all of the students be focus in the presentation is not easy.

**Finding 2: The presenter feels difficult in making the audience understand**

The students will receive and understand the material in different way. Then, the presenter will give the presentation based on their mind. The presenter will create the way to deliver their ideas. Occasionally, there is misunderstanding of the audience in receiving the explanation from the presenter or the presenter will explain the material incomplete. Certainly, it will be difficult to address the needs of the audience. The following statement from participant one:

“I think that surely there is audience who less in understanding, because I am also a student. So, maybe my explanation is still not complete.”

(R1.12)

Based on the statement of participant, it known that presenter still feel difficult on making the audience be understanding all of the material. Further, the next statement is from participant three:

“But sometime they are maybe being lazy to listen my explanation again. So, when I ask “have you understood?” they surely answer “yes”.

Although maybe they have not really understood” (R3.17)

The statement of participant three tell that presentation is still doubt about the understanding of audience. Sometime, the presenter is not really sure that the understanding audiences. So, the statements of participants above concluded that

in the presentation method, the presenter feels difficult in fulfill and address the need of the audience about the material. It is in line with Wilder (2008), he said that presentation method is difficult to address the needs of the audience. Certainly, it will make the misunderstanding of students. Then, the audience could not have clear comprehension.

### **Finding 3: Lack of vocabulary is an obstacle for students in presentation**

The last difficulties of students in presenting material is when the presenter has lack of vocabulary to deliver and explain the material. It will make the presenter be difficult. Because they will stutter in explaining the material. There are statements from participants who state about this finding.

Participant five stated that:

“I am less in mastering and confuse because lack in vocabulary.” (R5.8)

Based on the statement, it can be seen that lack vocabulary is the obstacle for presenter to master and deliver the presentation. Then, the other statement is from participant six:

“Sometime, there is an explanation that have to explain with Bahasa Indonesia. Because I explain the presentation in English with what I know. But, usually the audience do not understand with what I say.” (R6.17)

This could be concluded that the obstacle for students of lack in vocabulary is not only for presenter. But it is also prevailing to the audience. This problem can lead to an anxiety feeling for students. Based on the statement above,

it could be seen that the presenters will confuse about what will they explain. It related with Subasi (2010) as cited by Al Nouh et al., 2015) who argued that one of the reason behind students' anxiety is lack of vocabulary. That is why, to face the students' anxiety, they have to do hard effort to read and read more the book as the resource in increasing the vocabulary.