

Chapter One

Introduction

This chapter discusses the background of the study, the statement and limitation of the problem, the research questions, the objective of the study, the significance of the study, and also the outline of the study.

Background of the Study

When we learn English, there are four skills to master. They are listening, speaking, reading and writing skills. Speaking plays an important role in parts of language skills as speaking is related to a process of communication and delivery of ideas and opinions. According to Bygate (as cited in Urrtia and Vegacely. 2010) speaking is “a skill which deserves attention as much as the literary skills in both native and foreign language” (p.3). The aim of learning a second language is to be able to communicate. According to Nunan (1991) mastering the art of speaking is the single most important factor of learning a second or foreign language, and the success of measuring speaking ability can be seen through conversation. When students share about their opinions and ideas, students must think about what they will say and think about the accuracy of the language aspects such as vocabulary, grammar and pronunciation correctly.

In learning English, a speaking skill is learned in various ways such as role play, discussion, storytelling, and presentation. As one of the ways in learning speaking, presentation can be used to improve students’ speaking skill, since it makes the students speak a lot in public. A presentation explains or conveys information and knowledge in front of the audiences. King (2002) stated

“presentation is an effective communicative activity that has been widely adopted by English Foreign Language conversation teachers to promote oral proficiency” (p.402). The process of students presenting in front of the classroom provides them an activity to practice their speaking skills. In the future, they can express their opinions and ideas in front of audiences more confidently. According to Meloni & Thompson (as cited in King, 2002) “presentation, if properly guided and organized, provide a learning experience and teach lifelong skills that will be beneficial to learners in all school subjects and in their careers later” (p.402).

However, when presentations are assigned in class, sometimes the teacher will get a complete silence from students who find the idea of presentation frustrating. Students have some problems to speak in front of public, such as less-confidence or anxiety to speak English. There are many students who have brilliant ideas and good opinions but cannot explain them in front of class because of the lack of exercise in speaking or having less confidence. Based on the personal observation in the classroom activities, especially in classroom presentations, students often have difficulty in speaking English. Actually students have opinions and ideas, but they just do not know how to express their ideas correctly. Students must think how the audience can understand the meaning of what students speak. Students are afraid if they use grammar and pronunciation incorrectly. Sometimes students feel nervous because they lack of vocabulary, so they prefer to choose to be silent and keep their ideas and opinions for themselves. In addition, students’ fear makes students passive during the teaching and learning process in classroom. They prefer to be a good listener than a good speaker.

Generally, students do not have a chance to speak English if they do not practice speaking English in the classroom. Students may never learn to speak English. Therefore, the presentation is an effective way to overcome the students' problem in developing their speaking ability.

A presentation is an effective way for students to practice their speaking skills. It is showed by the phenomenon in the classroom that many teachers use presentations to improve students' speaking ability. Many schools and institutions use presentation as a way to measure the students' speaking ability (Gallo, 2010). One of the institutions applying presentations to measure students' speaking ability is English Education Department of Universitas Muhammadiyah Yogyakarta. The lecturers at English Education Department of Universitas Muhammadiyah Yogyakarta require the students to do a classroom presentation starting from the first semester until the seventh semester.

Although English Education Department students are familiar with presentations, it does not mean that they do not have problems in doing presentations. Based on the experience of the researcher, not all English Education Department students actively speak English in the classroom. Sometimes they are less motivated and afraid to practice speaking in the classroom because they prefer to think about the accuracy than fluency in speaking. According to Hafis (2015) fear is a word that is thought by most students when they are assigned to the presentation. If the presentation is applied then unavoidably the students have to practice and speak in front of the audiences or in the classroom.

When students are required to make a presentation, they have to learn how to speak and explain a topic or material in front of the classroom clearly and effectively. To conduct a good presentation, students must prepare the presentation well so that they are not nervous and afraid during presentation in front of audience. Murugesan (2005) stated that to avoid anxiety during presentation the students can do practice and preparation before the presentation. Besides preparing the presentation, students must have certain strategies. The strategies are used by students can make their presentation better because they are more confident and can explain the materials of presentation well.

Based on the background, the researcher was interested in carrying out the study on the students' perception towards the implementation of presentation. In addition, the researcher was also interested in finding out the strategies of English Education Department students of Universitas Muhammdiyah Yogyakarta to prepare classroom presentation.

Statement and Limitation of the Problem

The researcher chose this topic because many subjects at English Education Department of University Muhammadiyah Yogyakarta required students to do presentations. Some students of English Education Department batch 2012 of Universitas Muhammadiyah Yogyakarta have some problems in doing presentation or public speaking, such as being less confident, nervous, afraid and anxious to speak or share the ideas or opinion using English in the classroom presentation.

This study was limited to certain scope in which it was conducted at English Education Department batch 2012 of Universitas Muhammadiyah Yogyakarta. In this study, the researcher investigated the students' opinions toward the implementation of presentation and the strategies that can help or support the students to make a good presentation used by the English Education Department students to prepare classroom presentation.

Research Question

There are some research questions that the researcher attempted to raise up in this research. Here are the research questions:

1. What are the students' opinions toward the implementation of presentation at English Education Department of University Muhammadiyah Yogyakarta?
2. What are the strategies used by the English Education Department students of University Muhammadiyah Yogyakarta to prepare classroom presentation?

Objective of the Study

The objectives of this research are:

1. To know about the students' opinions toward the implementation of presentation at English Education Department of University Muhammadiyah Yogyakarta.
2. To know about what the strategies used by the English Education Department students of University Muhammadiyah Yogyakarta to prepare classroom presentation.

Significance of the Study

The results of the study are hoped to give benefits for teachers, students, and the researcher:

For teachers. This study will give teachers some information about the students' opinion towards the implementation of presentation and strategies used by the students in preparing presentation. Teachers can know what problems are faced by students in doing classroom presentation and provide the best way how to avoid the problems and how to prepare presentation well.

For students. This study will give students ideas in improving their presentation skills. It can help students to know how to make them perform well in the classroom, by preparing activities where they will speak effectively.

For the next researchers. The research can be a reference for further researchers as it provides a literature about students' strategies to prepare presentation. The results of the study might give the researchers ideas to carry out similar research more widely.

Outline of the Study

The researcher made outline of this study report in order to make the readers easier to understand. The following showed the content covered in this research.

Chapter I is introduction. This chapter explained about general background of the study, statement and limitation of the problem, objective of the study, research question, significance of the study, and outline of the research. Chapter II presented review of related literature. It covered

presentation, types of presentation, problems faced by students in classroom presentation, students' opinions about the implementation of presentation, strategies to prepare presentation, previous related studies and conceptual framework. Chapter III discussed the research methodology. It covered about research design, setting and participant, data collection method, and data analysis. Chapter IV explained about the finding and discussion. Chapter V explained about the conclusion, suggestion, and recommendation.