

## **Chapter Two**

### **Literature Review**

This chapter presents a review of related literature. It covered presentation, types of presentation, problems faced by the students in classroom presentation, students' opinions about the implementation of presentation, and strategies to prepare presentation. Previous related studies and conceptual framework are also presented in this chapter.

#### **Presentation**

Presentation is one of ways to develop communication skills. Presenters must present their knowledge of a particular topic. According to Levin and Topping (as cited in Radzuan and Kaur, 2011) "presentation is planned and practiced speech that is not memorized or read from notes but is introduced by a presenter to an audience" (p.1437). Presentation as a formal conversation is speaking to the group as a natural activity (Baker, 2010).

According to Zitouni (2013) presentation is an extension of oral communication skill in which the presenter shows their knowledge on a particular subject. Then, Hamm and Dunbar (2005) also stated that presentation is a chance for students to explore or explain their knowledge of a topic to the others. It means that presentation is an activity to explain and share a topic or knowledge in front of audience.

#### **The Types of Presentation**

According to Chiver (2007) the types of student's presentation in classroom presentation are:

**Advocacy/Persuasion.** It means that presentation can persuade the audience to make a decision and to do something. This type of presentation is a combination of factual content presented in a believable and positive style. Presenter must communicate clearly and briefly.

**Teaching and Learning.** All of presentations must have purpose to teach and learn. Typically, presentation is focused on a topic that will be learned. This can involve new knowledge that extends to how the topic has been previously been taught by the presenter.

**Informing.** The meaning of informing can be seen as same to teaching but the purpose of this type of presentation can be to communicate the information as much as possible in the time available. According to Chiver (2007) “This type of presentation is used in many organizations where students or employees are expected to report progress at key stages of a project” (p.5).

**Assessment.** This type of presentation aims to assess or measure of student’s skill, like speaking skill. Chiver (2007) stated that:

Some presentations may not be assessed but used as an opportunity for students to practice and further develop their presentation skills, without the anxiety of earning marks for the quality of their performance. There is a tension here for students, as most presentations need quite a lot of preparation time. This time may only be seen as worthwhile if it earns marks towards completion of a unit or module of study. Equally, it can influence students to withdraw from non-assessed presentations or use a minimum of effort for such

events, seeing them as less important for their learning and achievement. This focus on marks earned, rather than experience gained, may influence some tutors to only use assessed presentations.

(p.5)

### **Problems Faced by Students in Classroom Presentation**

In the class, students usually do not show anxiety when expressing their ideas with their friend on face to face. They express their ideas each other comfortably. However, when their ideas are presented in front of the audience, they might face problems and difficulties. The difficulties that students usually face in presentation are feeling nervous, anxiety and afraid (Chuang, 2009; Abu El Enein, 2011; Alwi & Sidhu, 2013). King (2002) argued that speech anxiety and limited presentation skills are the major problems that lead to learners' presentation failures.

Besides, according to Juhana (2012) linguistic factors such as lack of vocabulary, lack of understanding of grammatical patterns and incorrect pronunciation are obstacles for students to present in the English class. On the other hand, Tanveer's (2007) study revealed that sociocultural factors such as "limited exposure to the target language and lack of opportunities to practice speaking in such environments" are setbacks to the development of students' communicative abilities. As a result, students feel embarrassed or stressed when they are required to present in front of the class.

### **Students' Opinion about the Implementation of Presentation**

For English learners, speaking English is common activity, but presenting a topic in front of audience can be a challenging activity for some students. Presenting in front of audience can make some students feel nervous or anxious. They must have skills to present well. Therefore, if being asked about implementation of presentation, students might have different perception or opinion.

There are some researches about students' opinions of the implementation of presentation. According to Zivkovic (2014) students find doing presentation useful for them. They agree that presentations help them learn English better and practice their speaking skills. Beside that presentation can be speaking practice as well as a writing practice as proposed by Brooks and Wilson (2014) that students also have chance to practice their writing skills when they are asked to give presentation that include with visual component. Students must write the appropriate information on their slides when they prepare for presentation. Zivkovic (2014) also stated that presentations had become a useful and effective way to improve students' awareness of communication skills. Presentation is designed to help students to increase their communicate skills. Thus, students' presentations become an important part in delivering positive learning experiences.

Other researcher also revealed students' perception on the implementation of presentation. Thornbury (2005) said that presentation provides language tasks for students to practice. According to Faust and Paulson (1998) presentation is

cooperative learning techniques generally employ formally structured groups of students assigned to complex tasks. According to Zivkovic (2014) the implementation of presentations is a common part of many courses at colleges as they are one of the ways to develop learning of course material. It is also supported by Girand and Trapp (2011) that students can gain knowledge not only from their topic and the other students who perform but also from observing the other presenter' strength and weaknesses to develop better communication and presentation skills. Zitouni (2013) mentioned that in presentation, it is necessary for students to know how to prepare and organize their presentation. In addition, they need to know how to deliver it because this will make its content more and more effective. King (2002) argued that presentation provides "a rewarding and stimulating experience both for teacher in developing facilitating skills and for students in training themselves to have a confident presentation in public" (p.402). Zivkovic (2014) stated that students enjoy with activity that can help their understanding of the importance of presentations.

### **Strategies to Prepare Presentation**

The success of a good presentation does not only depend on knowledge, experience or talent but also on strategy to prepare presentation. Practice before presentation is an important preparation for students. Preparation can help students avoid students' anxiety during presentation. It is in line with the theory by Zitouni (2013) that there are three keys of making a good presentation: preparation, preparation, preparation. The same result is also found by Tarcy (2000) that "fully 90 percent of your success as a speaker will be determined by

how well you plan your speech” (p.18). Practice can help students improve students’ confident skill. The following strategies can improve the effectiveness of the time that one must invest in practice (Hafis, 2015, p.147):

**Location.** Practice in a situation that closely reflects the good presentation helps to understand the environment. It is better if a presenter can go to the place where the presentation will be held for their last practice.

**Voice Control.** The presenters must control their voice and tone for better delivery. So a presenter must practice the speech to clarify the different thoughts in speech.

**Record and Listen.** When practicing, presenters will be better to record their presentation exercise and listen to the tone, pitch, speed of sound and pronunciation of words. It will help the presenters practice to control their voice and breathe naturally and reduce anxiety.

**Note Clear and Add Redirection.** Note must be large, thick in the script so that it is easy to follow. The presenter has to look at the script several times to engage the audience and did not want to lose text when looking back. In addition to these one can add a direction such as "slow down" "see the audience" "pause" that may remind them of things they need to do during the presentation.

**Practice in Front of Mirror.** Practice in front of a mirror can help to improve the delivery style of presentation and make decisions about the necessary changes. Besides, Hamm and Dunbar (2005) argued that practice in front of friend, roommate or family is the strategy to prepare presentation. This is to get feedback on both the organization of the material and the delivery.

**Overcome Stage Fright.** Practice and prepare are the best ways to get rid of stage fright. Good command in the topic of the presentation is a way to reduce fear. Practice in the same place can reduce anxiety. Watch or listen to the speech of others and create a mental image of presenters in front of an audience in exercise session can increase self-confidence. Breathe exercises can relax the nervous.

**Etiquette.** This means a presenter must prepare a set of rules or customs which control accepted behavior in particular social group or social situations, such as hand gesture while talking, facial expressions, and a perfect appearance and not too overwhelming.

Besides, there are some strategies that can be used by students to prepare their classroom presentation. Based on Patel (2010) technique of preparation is called the “Five Ws (and one H)” (p.6). The following is the techniques of preparation:

1. **“Who”.** It means that presenter must know about who the audiences. Presentation is not only about the presenter, but presentation is also about the audiences’ needs and desires. A presenter must understand audiences, so the audiences can respond and pay attention to the presentation.

2. **“When”.** A presenter must know the occasion of the presentation. The occasion will affect the structure of presentation. A presenter must find the time, duration and occasion for the presentation. Time and duration will affect the

length of the presentation and how many items a presenter can cover during the presentation.

**3. “Where”.** A presenter must understand where the presenter will conduct the presentation. If the presenter will conduct in small room the presenter should not need a microphone or other tools. On the contrary if it is held in a large room, the presenter must need a microphone or other tools. A presenter must also consider any demonstration props that they have. Test out the demonstration in the location and in connection with the audio/visual equipment they will be using during the presentation. A presenter must practice all items in a demonstration, especially when there are multiple presenters with different components.

**4. “What”.** Here the presenter must prepare and understand what the presenter want to say. The presenter must define topics that will be presented. They must be familiar about the topics. So they will feel confident to present in front of the audiences.

**5. “Why”.** It means that a presenter must understand the purpose to do presentation. They must have a purpose in their presentation, like to tell new knowledge to audiences, to persuasive to do something or just to entertain.

**6. “How”.** A presenter must focus on how they will present the information. The presenter must consider whether he/she will present in an informal chat, a seminar or a training workshop.

The other strategies to prepare presentation by Zivkovic (2014):



**1. Visual Aid.** It means that a presenter need to make the visual aids clear and easy to understand. So the audience can interest and easy to follow the presentation.

**2. Knowing about the audience.** As a presenter, the first thing to do when preparing a spoken presentation is to identify the audience as precisely as possible. Different audiences require and are prepared for different amount and depth of information. The success of a presentation depends on knowing those in advance.

**3. Time allocation.** A presenter must gain the mastery of organizing and selecting their arguments or pieces of information so as to respect the time allocated.

**4. Summarize the material.** Students can summarize the main points and give a strong concluding remark that reinforces why the information or presentation is of value.

**5. Appearance.** A presenter needs to look presentable. It means to dress well for the presentation. Usually a formal outfit is preferred to show the level of professionalism. Appearance says a lot about someone's personality and confidence.

### **Previous Related Studies**

There are some studies related to this research. The first previous study was done by Higgins-Opitz & Tufts in 2010 about students' perception on the use of presentations as a method of learning endocrine and gastrointestinal

pathophysiology. This study was conducted at Nelson R. Mandela School of Medicine (NRMSM; Durban, South Africa). During the period of 1997–2001, second-year medical students. Students were asked to complete semi structured questionnaires, which elicited feedback on various aspects of the learning exercise, including whether it must be continued and how it could be improved upon, especially if they were in groups that did not function well. The feedback obtained revealed that most students perceived the presentations to be fun, informative, creative/innovative, and most importantly, beneficial to their learning. The majority of students felt that this exercise improved their understanding of pathophysiology, taught them to research independently, and encouraged better class interactions and group learning. The inclusion of such initiatives is beneficial not only to students' understanding and their experience in studying physiology but also for the development of skills useful in their future careers.

The second previous study was conducted by Slanada Zivkovic in 2014. It has examined how students comprehend the importance of oral presentations in the engineering course. The investigation was performed at the Faculty of Civil Engineering and Architecture in Niš based on the sample of 85 students. The collecting of data was done in the spring semester, March, 2014. Data analysis was carried out through qualitative analysis technique. The result presents that the importance of classroom oral presentations for university students, especially engineer students. Since Students need a lot of opportunity to develop and practice communication skills. Communication skills are required by

students whether they are expected to give presentations at conferences other meetings. Oral presentations have become a useful and effective way to increase students' awareness of communication skills. Students' presentations become an important element in delivering positive learning experiences. They are an integral part of almost every professional environment, as professionals need to communicate with other professionals at meetings, seminars, and conferences.

### **Conceptual Framework**

This section discusses the related concepts summarized from chapter two. The objective of this study is mostly to find out students' opinion about the implementation of presentation and the students' strategies to prepare their classroom presentation. Besides being used as an assessment, a presentation can also be used to inform, to teach and learn, to persuade the others or audience and also can train the presenter to speak in front of audience (Chiver, 2007). Student's responses about the implementation of presentation might be various. According to Alfonso (2010) students perceived that their oral skills improved after attending the oral skills course. Participants report that the different factors related to oral communicative abilities, like pronunciation, intonation, vocabulary, ability to express and understand ideas, and a decrease of mental translation, etc. enhance by participating in class activities. Furthermore, Zivkovic (2014) stated that students have usefulness the implementation of presentations. They agree that presentations helps them learn English better and improve their speaking, writing, communication and knowledge skills. Students enjoy with activity that can help their understanding of the importance of presentations. Presentation is very

beneficial for students to improve their skills. Besides, there are problems faced by students in classroom presentation, such as linguistic factor and sociocultural factor. Students feel nervous and afraid in classroom presentation because those factors. To conduct a good presentation and avoid those problems, students must have strategies to prepare their presentation and each student has different strategies to prepare of presentation from the other to overcome their problems and to make a good performance. According to (Hafis, 2015; Patel, 2010) the strategies to prepare presentation include location, voice control, record & listen, note clear and add redirection, practice in front of mirror, overcome stage fright, etiquette and 5W+1H. The following is the chart of the conceptual framework of this study:

Figure: Conceptual Framework

