

Chapter Four

Findings and Discussion

This chapter presents the findings and discussion. The findings present the data of interview from the participants. Then, the researcher discusses the findings related to the theories in literature review. This chapter presents the answers of two research questions. The first research question is “What are the students’ opinions toward the implementation of presentation at EED UMY?”. The second is “What are the strategies used by the EED students of UMY to prepare their classroom presentation?”

Students’ opinions toward the implementation of presentation

As an introductory question, the researcher asked the participants about the definition of presentation. The researcher asked this question to ensure that participants had knowledge about presentation. The first participant said “presentation is an activity to present the information such as summary, news, factual or review of some summaries” (R1.1). While the second participant argued “presentation is the way to show and to introduce orally about a topic with media like slides” (R2.1). The third participant said “presentation is an activity aimed to explain material with slide in front of the class room” (R3.1).

Based on the result of the interview, all the participants had the same opinion on the meaning of presentation. Based on three participants’ statements, presentation is an activity to explain a topic or material in front of class or audience using slides or other applications. This means their understanding about

presentation is in line with Hamm and Dunbar (2005) who stated that presentation is a chance for students to explain their knowledge or topic to the audience.

Related to students' opinion toward the implementation of presentation at English Education Department of Universitas Muhammadiyah Yogyakarta, based on the result of the interview the researcher found some findings as follows:

Finding 1: The students agreed with the implementation of presentation at EED UMY. Students agreed with the implementation of presentation at EED UMY as it can be one of alternatives to improve students' ability. The three participants said that they agreed with the implementation of the presentation to improve or develop their ability. As showed in their answers, the first participant said that "I strongly agree with the implementation of presentation, because with the implementation of presentation I can practice the speaking ability well, correctly and fluently. So the audience can understand what we speak" (R1.5). Similarly the second participant argued "I strongly agree if in every subject there is an assignment to do a presentation, because with that students can develop and make correction in the way their communication, so it becomes media or chance for students to improve their ability" (R2.4). In addition, the last participant said "I agree with the implementation of presentation in English Education Department. Because based on my opinion, presentation helps students improve self-confidence and learn for doing presentation well and correctly" (R3.6).

It is clear that all of participants agreed with the implementation of presentation in classroom activity at EED UMY, since presentation can improve or develop their ability. The same result was also showed by Zivkovic (2014) that the students in his research agreed with the implementation of presentation as doing presentations help them learn English better and practice their speaking skills.

Finding 2: Presentations were implemented as assignments. Based on the interview done with three participants, all the participants said that they did presentations as assignments from the lecturers. The followings are the statements of the participants. The first participant said “I often do presentations as the assignments from my lecturers” (R1.2). The second participant also stated “presentations are usually for assignments, there are group and individual assignments” (R2.2). The last participant mentioned “doing presentation for assignments” (R3.2).

From the three participants’ statements above, it was revealed that presentations in EED UMY were implemented as the assignments from the lecturers.

Finding 3: Students first felt uneasy but enjoyed the presentation later on. From the interview result, the first and third participants had the same opinions that in the beginning of presentation they felt nervous, less confident, shy and afraid to speak in front of the audience. These opinions were stated by the first and third participants. The first participant said “In the beginning, I felt

nervous and less confident, because I knew my speaking ability was low, and I was afraid of making mistakes when I spoke” (R1.3). The third participant also stated “in the past, I felt nervous, less confident, and shy when doing a presentation in front of the class” (R3.3).

The students’ opinion of the implemented presentation was that the students felt nervous, less confident, and afraid to speak incorrectly in front of the class. It is in line with (Chuang, 2009; Abu El Enein, 2011; Alwi and Sidhu, 2013) who stated that there are difficulties faced by students in presentation such as feeling nervous, anxious, and afraid. These feelings are commonly experienced when delivering presentation in the class or in front of public. Besides, it is also supported by Tanveer’s (2007) that the lack of opportunities to practice speaking make the students feel shy when they are required to present in front of audience.

Although in the beginning the participants felt uneasy, they also claimed they enjoyed doing presentation. From the interview result, the first participant explained that she enjoyed doing presentation, since student could improve their ability. This is stated by the first participant. She said “when doing a presentation I feel happy because I can practice my ability” (R1.4). The second participant also had same opinion that she enjoyed doing presentation. With presentation student have chance to communicate with the others. Here is the statement from the second participant, “My feeling is it is very fun, because we are given a chance to communicate with others, and how the others can understand the material we present” (R2.3).

The statements above indicate that students felt happy doing the presentation since it could give them advantages. Students had chance to interact or communicate with the others and they could improve their ability. It is in line with by Zivkovic (2014) who stated that students enjoy the activity that makes them understand the importance of presentations.

Finding 4: Presentations improved the student's skill in making slides.

The finding showed that the third participant admitted that in her first presentation she could not make well-structured slides. However, after several presentations she could make slides well. This can be seen from the following statement. The third participant said "presentation can train me how to make slide well" (R3.9). She also added "In the first semester, I still made slide in unorganized way. But after doing presentations until the eight semester, I made slides more organized, just put the points" (R3.11).

Based on the statement above, the third participant perceived that she could not make slide well in the first time. After she did presentation a lot of times she could make slide well. This means the participant's skill in putting ideas in the slides improved. The finding is supported by Brooks and Wilson (2014) who stated that students also have chance to practice their writing skills when they are asked to give presentation that include visual component. Students must write the appropriate information on their slides when they prepare for presentation.

Finding 5: Presentation improved the student's skill in presentation delivery. The next finding of the students' opinion about the implementation of

presentation was that presentation improved the way the students deliver the presentation. It can be seen in the following statement. Participant three said, “In the first semester, I still read, read the text, more reading than explaining. But after eight semester, I speak more than reading the text” (R3.12). In addition, the first participant also answered, “after doing presentation, the ability how to deliver also develops more” (R2.9). From the statements it can be indicated that the participant’s presentation skill improved, especially in how to deliver, from reading the text only into explaining well without reading the text much.

Related to delivery, one of the participants also argued that the participants could learn about gesture and mimic well since doing presentation. With the presentation, students could practice how to use their gesture and mimic when delivering a topic in front of audiences properly. As stated by the first participant, “we also learn a lot of things about gesture and mimic well when doing presentation” (R1.6).

The statement above revealed that from the implementation of presentation, the participants could learn about the gesture and mimic well. The participants could practice and improve how to use their gesture and mimic when delivering information to audience, so their information could be understood by the audience well.

Finding 6: The implementation of presentation at EED UMY was effective. From the interview data, one participant explained that the implementation of presentation was effective for students as showed in her

statement. “For teaching and learning activity in the classroom I think presentations are effective to be implemented” (R.3.5).

From the statement above, the third participant indicates that presentation was effective technique for students. The finding is supported by Zivkovic (2014) that presentations have become a useful and effective way to improve students’ awareness of communication skills. Thus, students’ presentations become an important part in delivering positive learning experiences.

Finding 7: Presentation improved students’ speaking skill. From the data, all of participants perceived that presentation can make the students communicate and interact each other. Students can communicate and interact with their friends in the class. As claimed by the first participant about the implementation of presentation in the class, she said, “The reason of EED to implement presentation, in my opinion, is that the prospective graduate of EED is not only to become a teacher. Many jobs need students able to communicate with others” (R1.7). She also argued “In my opinion the implementation of presentation is very advantageous; it can improve speaking ability, especially English speaking” (R1.8). In addition, the second participant also explained “presentation have strong effect to students’ development; in the beginning students can’t speak, now they can speak” (R2 5). She also stated, “We can also communicate face to face then interact with audience” (R2.11).

Furthermore, the third participant explained “in my opinion about the implementation of presentation, it can help to improve my speaking skill, because

presentation has question and answer session, so my speaking ability develop. Speaking ability in delivering the material also improves” (R3.10). She also answered “I can practice speaking skill” (R3.8).

From the participants’ responses it can be concluded that presentation gives stimulation for students on how to communicate or to interact with each other by presenting in the class. Students also had chance to improve their speaking skill with the implementation of presentation. It is line with Zivkovic (2014) who argued that presentation is designed to help students increase their communication skills.

In addition, as speaking is related to some aspects, presentation also can improve another parts of speaking skills such as vocabulary, pronunciation, voice control and spelling. Based on the interview, two of three participant’s perceived that the participants could improve vocabulary when doing presentation. As seen in the first participant statement, “with presentation I can improve vocabulary” (R1.9).

Besides, the second participant also perceived the same idea as participant two. She argued that her vocabulary also improved. The following statement revealed the finding. “I often do presentation, often practice so the aspect of vocabulary also got improved more” (R2.8). The first and second participants had the same perception that by using presentation, students can improve their vocabulary.

Furthermore, the presentation enables students to improve their pronunciation well. As stated by the first participant, she said “I can learn how the way to speak with pronunciation correctly” (R1.10). This statement indicates that when students used presentation in the class, they could practice and improve their pronunciation better.

From the interview result, the implementation of presentation made the students able to learn spelling and voice control. Students can practice their spelling and voice control by doing presentation. Here is the statement from the first participant, “I also learn to pay attention on spelling and not to be hurried to present the material” (R1.11).

The first participant perceived that students could learn spelling and voice control when doing presentation. Students could practice how to speak in delivering material with spelling and voice control correctly. The same finding was also showed by Alfonso (2010) that different factors related to oral communicative abilities, like pronunciation, intonation, vocabulary, ability to express and understand ideas, and a decrease of mental translation improved by participating in class activities.

Finding 8: Presentation improved students’ confidence. Based on the result, all of the participants perceived that presentation could improve students’ confidence. After doing presentation all of participants argued that their self-confidence increase. The first participant mentioned “after doing presentation I was more confident” (R1.14). The second participant also argued with same

opinion “the change is self-confidence. My self-confidence get improved” (R2.10). She also answered “there are many advantages of presentation; previously when I want to speak, I must think long before I speak, but after I often do presentation I become more confident. Because I often communicate in front of the class and in front of friends I get more confident” (R2.6).

The last participant also gave the same statement “after doing many presentations I feel comfortable when doing presentation, I didn’t feel nervous again and become more confident” (R3.4). She also argued “the benefit of presentation is I become more confident” (R3.7).

It is clear that all of participants perceived that presentation can improve their confidence. It is supported by King (2002) who has mentioned that presentation provides “a rewarding and stimulating experience both for teacher in developing facilitating skills and for students in training themselves to have confident presentation in public” (p.2).

Finding 9: Presentation improved students’ knowledge. The next finding of students’ opinion about the implementation of presentation is students could develop their knowledge. Before presentation students must read and understand the material, so it can develop their knowledge about a topic that will be presented. Here is the statement of participant two, “from aspect of knowledge, my knowledge can improve, because before presentation we must prepare and understand the topic that will be presented” (R2.7)

Based on the statement above, the second participant perceived that she could improve her knowledge. Before she did presentation she had to read and understand the topic. This means the participant's knowledge improved. It is in line with Zivkovic (2014) who stated that presentations are a common part implemented in 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 own topic and other students who perform presentation, but also from observing the other presenters' strengths and weaknesses to develop better communication and presentation skills.

Students' strategies to prepare presentation

As the result of the implementation of presentation in the class, the students have to prepare their presentation so that they can present well. As introductory question the researcher asked the participants whether they did preparation. Based on the interview result, all of participants claimed that they did preparation as preparation has an effect on presentation. This is stated by the first participant, "Preparation has strong effect of presentation. Because when we prepare one week before presentation, automatically our preparation is ready so we feel more relaxed when doing presentation" (R1.14).

The second participant also argued same idea, she said, "of course there is preparation, because a successful presentation can be seen from good preparation, like the slide or media that will be used, so audience can easily understand and get interested to the topic of presentation" (R2.12). She also answered, "In my

opinion, less preparation surely will make my mental down, but if I do a lot of preparation surely I am ready doing presentation” (R2.18).

In addition, the last participant also did preparation before presentation as seen in her statement, “I prepare before presentation” (R3.13). Presentation without preparation will cause less success. In my opinion presentation without preparation, my presentation will fail and be not good” (R3.14). Based on the statements above, it was summary that all of the participants doing preparation before presentation. The finding is supported by Zitouni (2013) that there are three keys of making a good presentation is preparation. The same result was showed by Tarcy (2000, p.18) who stated that “fully 90 percent of your success as a speaker will be determined by how well you plan your speech.”

To make their presentation successful, the students did a lot of strategies in preparing their presentation. The strategies cover checking tools and files, practicing time, reading and understanding the material, practicing with others, summarizing the material, making slides well, practicing the gesture and mimic, knowing who the audience are and how to deliver, making notes, preparing appearance, preparing vocabulary and the last is drinking and eating. The findings are presented in the following discussion

Finding 1: checking tools and files. From the interview result, one participant explained that one of the strategies to prepare presentation is to check tools and files that will be used in presentation. This participant always checks tools and files before doing presentation. She said, “I do preparation before

presentation. I always check tools and file that will be used for presentation, whether the tools can be used or not and the files has been saved or not” (R1.13).

The above statement indicates that checking tools and files is one of the students’ strategies to prepare presentation. The findings is supported by Patel (2010) who stated that a presenter must also consider any demonstration props that a presenter has. The presenter must test out the demonstration in the location and in connection with the audio/visual equipment that a presenter will be using during the presentation. A presenter must practice all items in a demonstration, especially when there are multiple presenters with different components.

Finding 2: practicing the timing. The second finding about the strategy to prepare presentation was practicing the time allocation. Based on the interview, the second participant explained that practicing the timing is also strategy to prepare before presentation. The second participant said “then also practice timing, such as this slide must be explained in how many minutes, so if the maximum total is ten minutes we can manage material and time” (R2.16).

From the second participant statements’, it was revealed that the strategy to prepare presentation was practice the timing. So the students do not overload doing presentation. The finding is supported by Zickovic (2014) that students must gain the mastery of organizing and selecting their arguments or pieces of information so as to respect the time allocated.

Finding 3: reading and understanding the material. Based on the data, the next strategy used by students is reading and understanding the material that

will be presented. The first and third participants explained that the students read and understood the material before presentation. When being asked their strategy, the first participant answered, “usually reading and understanding material” (R1.15). The third participant also answered, “I read the material that will be presented before doing presentation” (R3.15).

In addition, the second participant perceived that the presenter must have a lot of knowledge about material more than audience. The presenter must know what will be presented in front of audience. The second participant stated, “For preparation of material we must understand what will be presented. A presenter’s level of understanding must be better than the audience” (R2.19).

From the statement above, it indicates that all of participants had the same opinions about strategy used to prepare presentation. The strategy is reading and understanding the material before presentation. The same result was revealed by Patel (2010) who stated that presenters must understand their topic thoroughly so that they can make it simple enough for the audience. They must read and identify the relevant information and align it to the audience’s interests.

Finding 4: Practicing with others. From the data, two of three participants argued that one of strategies to prepare presentation was practice with others. Students can practice presentation with their family or friend before doing real presentation in front of audience. As seen in the first participant, she said that, “I practice in front of family or friend” (R1.18). She also answered that, “I just practiced at home or at boarding house; I do not practice in the place that will be

used to present. (R1.20). She further also explained that if she did not know about the topic or material, she would ask her friend or her lecturer, as seen in her statement, “if I do not understand the topic, I ask my friend or lecturer” (R1.16).

In addition, the third participant explained that she practiced with friend if she got group presentation for assignment. When she had individual presentation, she practiced by herself. The following statements are from the third participant, “I practice by myself if it is individual assessment” (R3.18). She also answered, “If it is in group I practice with friends” (R3.19).

From the first and the third participants’ responses, it can be concluded that practicing with each other is also the strategy to prepare presentation. It is in line with Hamm and Dunbar (2005) that practice in front of friend, roommate or family is a strategy to prepare presentation. This is to get feedback on both the organization of the material and the delivery.

Finding 5: summarizing the material. Based on the interview data obtained, it was found out that two of three participants reported that students’ strategy to prepare before presentation was summarizing the material. After reading and understanding the material, students summarized or brainstormed the material. The first participant argued that, “I summarize the material of presentation” (R1.17). The second participant also explained, “The first strategy is brainstorming the materials” (R2.14). She further said “the vocabulary that will be used must be clear in order to make presentation easy to understand” (R2.17). In

summarizing, when the second participant summarized the material, she also prepared and chose the vocabulary that would be used in presentation.

The participants' statements above indicate that the strategy of preparation used by EED students is summarizing the material before doing presentation. The same result was revealed by Zivkovic (2014) who asserted that summarizing the main points gives a strong concluding remark that reinforces why the information is of value.

Finding 6: making slide well. After summarizing the material, usually students make slides. Slide can be used to help students' presentation. Slide must be interesting and easy to understand the topic. This can be seen in the statement of participant two, "In the slides, I put picture, then make the slide well" (R2.15). The third participant also answered, "I make the slides" (R3.16).

From the second and third participants' statements, it was revealed that making slides well is also a strategy to prepare used by EED students before presentation. The finding is supported by Zivkovic (2014) that a presenter needs to make the visual aids clear and easy to understand.

Finding 7: practicing the gesture and mimic. From the interview result, one participant argued that practicing the gesture and mimic is also the strategy to prepare presentation. Before presentation students practice their gesture and mimic in front of mirror or others. So their presentation can look natural. This is stated by the first participant, "Before presentation, I practice gesture and mimic in front of mirror or friends" (R1.19).

Based on the statement above, the strategy of preparation used by students was practicing the gesture and mimic. It is in line with Hafis (2015) said that students must prepare hand gesture while talking and facial expressions that control accepted behavior in particular social group or social situations.

Finding 8: knowing about who the audiences are and how to deliver in a presentation. In a presentation, students must know about the audience. As a presenter, students must know the audience before presentation, so students can know the characteristics of audience, as seen in the statement of first participant, “before presentation we must know who the audiences are, whether they are lecturer or students” (R1.21).

The first participant perceived that students must know their audience before presentation. It was the strategy used to prepare presentation. The same result was showed by Patel (2010) that presenter must know about who the audiences are. Presentation is not only about the presenter, but presentation is about the audiences’ needs and desires. A presenter must understand the audience, so the audience can respond and pay attention to the presentation. The same result was also supported by Zivkovic (2014) that 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.

After the students know who the audiences are, they can know how to present. If the audience is a lecturer, students must present in formal language. If

the audience is their friends, students might present less informally. So students must know how to make the presentation interesting and not boring, but easy to understand. The first participant said, “So, I know how to deliver when doing presentation” (R1.22). The second participant also claimed “And from aspect of how to deliver, such as what we want to say, then how to say, we also must prepare it” (R2.13).

Based on the statements above, it was revealed that preparation was know how to present. Students will present with formal or informal. It was clear that the result was also supported by Patel (2010) that a presenter focus on how they will present the topic. The presenter must consider whether he/she will present in an informal chat, a seminar or a training workshop.

Finding 9: making note. Based on the data obtained, it was found that the second and third participants argued that before presentation students made note about the material. It was used to help the presenters if they forget about the point of material. Here are the statements from the participants, “I also use note, just to write the points of material” (R2.20). The third participant also argued, “I make note of summarize the material on the paper” (R3.17).

From those results above, making a note before presentation is also one of the strategies of preparation the students EED. It indicates that students brought note when presenting. The finding is supported by Hafis (2015) who advised that students make note clear, thick in the script so that it is easy to follow.

Finding 10: preparing appearance. The next finding was preparing appearance. Appearance is also important preparation. A presenter must be interesting and good looking. For example, a presenter wears a dress that is appropriate for presentation. As seen in statement of the third participant, she said “about appearance, I usually wear dress that is appropriate for presentation, shirt, skirt, and shoes” (R3.20).

It can be concluded that good appearance is also the strategy to make presentation better. Students also prepared their appearance before presentation. It is in line with Hafis (2015) that a presenter must prepare dress which control accepted behavior in particular social group or social situations, such as a perfect appearance. The same result was showed by Zivkovic (2014) that 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.