Chapter One

Introduction

This chapter explains the background of the study which discusses the curiosity of the researcher to conduct this research. Besides, it discusses the statement of the problem, limitation of the problem, questions of the research, objective of the research, significance of the research, and outline of the research.

Background

Nowadays, teaching and learning using technology is very popular. It happens since technology offers a new way in learning activity. It also provides a good visual aid. Hence, using technology will attract students' attention in learning process. Further, it makes the students easier to understand the materials. Maddux and Aberasturi (2008) argue, "the use of technology is becoming increasingly popular as a teaching and learning tool in education (p.1)".

Moreover, technology is used as a tool in teaching and learning process. One of the techniques which use technology as a tool is the presentation technique. The presentation technique is a process to deliver a content of a subject and it is exposed in a class (Vinci, 2009). In line with that, according to the researcher's experience, the presentation technique provides free space for the students to express their feeling and opinion in public area. Nicklos (2003) states, "an effective presentation happens as a consequence of four related activities such as plan, prepare, practice and present your presentation (p.3)". As a presenter, the students have responsibility to search the materials which will be presented. After that, they have to read all the materials related to their topic and write the main points of the materials in the slide such as power point presentation. Likewise, the

students have to practice the way to deliver the materials and present the materials clearly. Hence, technology plays an important role to support the students in delivering the material since it can be employed to attract audiences' attention.

The technology which is commonly used in the presentation technique is known as presentation software. According to Maddux and Aberasturi (2008), presentation software has become an accepted lecture aid in higher education. In line with that, there are some presentation softwares that are generally used in the presentation technique such as prezi, power point presentation, magiclantern, sparkol, power point express, and oxygen office impress. These softwares are frequently found in the teaching and learning at university level.

One of the universities that implement the presentation technique in teaching and learning process is English Education Department of Universitas Muhammadiyah Yogyakarta. The students of this department have employed the presentation techniques since they were in the first year. Mostly, each lecturer offers teaching and learning activity by using the presentation technique. The researcher believes that this department still continuously uses the presentation techniques since it might have a positive impact for the students such as improving their speaking skill, increasing their self-confidence, arranging their time management, or building a good critical thinking. However, those kinds of things do not run well for some students. Sometimes, they are not aware in preparing their presentation. The students' awareness on the advantages of the the presentation technique has not been built yet. According to the above statement, the researcher is interested in investigating students' attitude on the implementation of the presentation technique.

Statement of the problem

The researcher believes that the presentation technique is one of the effective techniques which can be used in classroom activity to build a good learning process. In fact, it provides enough space for the students to build their self-confidence, arrange their time management, and organize their way of thinking. Unfortunately, it is not always effective for some students because it is not as easy as they think. It requires a long time to create a good presentation. As the result, some of them might not get the advantages of the presentation technique in teaching and learning activity.

According to the researcher's experience, there are some problems that are faced by the students at English Education Department of Universitas Muhamadiyah Yogyakarta. First, when the lecturer asks the students to make a group presentation, there will be students who cannot be responsible with their tasks. In other words, they are dependent to other members. When the other members prepare the presentation, it seems that they do not have interest in joining the group members to prepare the presentation. This has caused the trouble in the group itself.

The second problem is their time management. Some students seem to have limited time to prepare, whereas the time allocation for the presentation task had been given way in advance. In fact, students tend to procrastinate to do the task. Those problems enhance the curiosity of the researcher in revealing the students' attitude on the implementation of the presentation technique.

Limitation of the problem

Presentation has several areas to be studied. Many researches have been conducted in the area of the advantages of individual and group presentation, and presentation as a way to enhance students' self-confidence. Here, the researcher only focuses on investigating students' cognitive (beliefs) and affective (feeling) attitude on the implementation of the presentation technique. The researcher does not involve behavioral attitude since it requires more technique to collect the data. In addition, revealing behavioral attitude need to be done by using direct observation when the students are doing presentation. This research will be conducted at English Education Department of Universitas Muhammadiyah Yogyakarta. The participants of this study are the students of English Education Department Universitas Muhammadiyah Yogyakarta academic year 2012/2013.

Questions of the research

1. What are the students' cognitive attitudes (beliefs) on the implementation of the presentation technique at English Education Department of Universitas Muhammadiyah Yogyakarta?

2. What are the students' affective attitudes (feeling) on the implementation of the presentation technique at English Education Department of Universitas Muhammadiyah Yogyakarta?

Objectives of the research

1. To reveal the students' cognitive attitude on the implementation of the presentation technique at English Education Department of Universitas Muhammadiyah Yogyakarta.

2. To reveal the students' affective attitudes on the implementation of the presentation technique at English Education Department of Universitas Muhammadiyah Yogyakarta.

Significance of the research

In this part, the researcher is going to discuss about the advantages of the study. The advantages of this study are classifying to lecturers, students, institution, and the researcher.

Lecturers. The result of this research offers information for the lecturers to improve their teaching strategies especially in the presentation technique. Presentation is one of the techniques that can be used to create an autonomous learning since it proposes some steps such as plan, prepare, practice and present. Thus, presentation will help lecturers to create an effective classroom activity in teaching and learning process.

Students. The results of this study have several advantages for the students. It can be used for the students to organize their thinking in which it can be useful for their future life. Furthermore, presentation also trains them to have a good time management and enhance their self-confidence.

Institution. This research provides several advantages for the institution such as offering information which is related with presentation and telling the advantages of presentation. Likewise, it can be used for the institution to add some supported facilities related to presentation such as internet bandwidth, LCD-projector, and computer for each class.

The Researcher. After conducting this research, the researcher knows the beliefs of the students towards the the presentation technique. In addition, the

result of this study also provides information which is related with students' affective attitude towards the implementation of the presentation technique. Therefore, it can help the researcher to improve her teaching strategies in learning process since the researcher is one of the future teachers.

Outline of the research

This research consists of five chapters. The first chapter discussed about background of the research. Further, the researcher also talked about statement of the problem, limitation of the research, research question, significance of the research and outline of the research. The second chapter, the researcher focused on the literature review. It discussed about the theories which support this research. It was divided by three main points such as attitude theory, active learning technique in higher education, and presentation. Hence, it will be explained more specific for each point. The third chapter was methodology. The main idea of this chapter was about research methodology which was used in this research. The researcher used qualitative research. It also used interview to find data collection method.

The fourth chapters were focused to talk about the finding and discussion. All the data of research that have been gathered were discussed to answer the research questions and the final result of the research was discussed in this section. The last chapter was conclusion and suggestion. In this section the researcher concluded that the implementation of the presentation technique was still an effective way in teaching and learning process. Beside that the researcher also gave some suggestion about the beneficial of classroom presentation. Therefore, it can be used continuously for teaching and learning process.