

Chapter Two

Literature Review

This research was conducted to investigate students' attitude on the implementation of the presentation technique. In this chapter the researcher is going to discuss about some supporting resources which are related to the study. There are some points to be discussed such as the definition of attitude, three components of attitude, the importance of attitude, active learning strategies in higher education, definition of presentation, effective of presentation, types of presentation, the process of making good presentation, goals of presentation, the advantages of presentation, and conceptual framework.

Attitude

Attitude is one of the factors that influence foreign language learners in learning process. Another factors which influence learning process included motivation, anxiety, aptitudes, learning achievements, age, personalities and intelligence (Gardner; Lehmann as cited in Abidin, Mohhamdi and Alzwari, 2012). Further Fakeye argues that the most important factors that impact on language learning are learners' attitude (as cited in Abidin, Mohhamdi and Alzwari, 2012).

Definition of Attitude. Attitude in general meaning defines as someone's point of view or it is like feeling to achieve something. Moreover, attitude based on Cambridge International Dictionary defines as, "a feeling or opinion about something or someone, or a way of behaving that is caused by this". Gardner (1985) points out that attitude are an evaluative response to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions to

achieve something whether in academic or non-academic ways. Montano and Kasprzyk (2008) also add:

Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude. (p. 71).

Henceforth, according to Melhim (2009) positive and negative attitude are defined as:

Positive attitude is taking decision of acceptance or reaction that agrees the attitude we met or it is the attitudes that reveals the advantages of the subject to take up its value. However negative attitude is defined as revealing the advantages of the subject to dismiss it and to weaken its strong attitude. (p.683).

Based on the definition from experts above, the researcher concludes that attitude is someone's beliefs or point of view towards an object which is influenced by the desire of that person whether they want to achieve or not. Those experts above have similar definition about the attitude. It focuses on their way of behaving, reacting and feeling towards the object.

Three Components of Attitude. Learning process is viewed as a positive change in the individual's personality in expressions of the emotional (affective), psychomotor (behavioral) as well as cognitive fields (Kara, 2009). In addition,

Vogh and Vaughan note, “attitude is relatively enduring organization of beliefs, feeling, and behavioral tendencies towards socially significant objects, groups, events or symbols (as cited in Melhim, 2009, p.150-151)”. Attitude concept can be viewed from these three factors which are called as cognitive, affective, and behavioral.

Cognitive Attitude. This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. It is also supported by Melhim (2009), “cognitive attitude is a cognitive evaluation of the entity that constitutes an individual’s belief about the object (p.684)”. In short, cognitive attitude is beliefs about the attitude object. Jain (2014) also express that “belief is information a person has about an object; information that specifically links an object and attribute. The cognitive component is the storage section where an individual organizes the information (p.7).”

Therefore, cognitive attitude has an impact for the students. Chaiken and Trope (1999) describe that the effect of beliefs can change people’s beliefs about the object of the message. Additionally, Abidin, Mohamadi and Alzwari (2012) also state that cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

Affective Attitude. Learning process is an emotional process. Feng and Chen state it is affected by different emotional factors (as cited in Choy and Troudi, 2006). It can help the learners express whether they like or dislike the objects or surrounding situations. Choy and Troudi (2006) explain it is agreed that

the inner feelings and emotions of foreign language learners influence their perspectives and their attitudes towards the target language. Affective attitude can be assessed more quickly rather than behavioral attitude and cognitive attitude since “feeling is first. Besides, emotional evaluations are seen as more diagnostic of true attitude than non-emotional ones (Peters and Slovic, 2007). Verplanken, Hofstee, and Janssen point out, “participants responded more rapidly to their feelings than their thoughts about attitude objects” (as cited in Peters and Slovic, 2007, p.301). In sum, affective attitude is feeling about the attitude object.

Furthermore, a common question which is often faced is how should the affective component of attitudes be conceptualized and measured. Here, there are three studies compared measures based on different conceptualizations (Peters and Slovic, 2007). Affective attitudes can be holistic reactions to objects or responses derived from spontaneous images of the objects. It can be bipolar or unipolar in structure or it also can be discrete emotional evaluations (e.g., angry, happy) or more general valence evaluations (e.g., good, bad).

Behavioral Attitude. The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers and acquire various aspects of behaviors which characterize the members of the target language community (Abidin, Mohammadi and Alzwari, 2012). Hence, Kara (2009) also states that positive attitudes lead to show the positive behaviors toward courses of study, with learners absorbing themselves in courses and motivating to learn more. To sum up, the influence of attitude towards behavior is bigger rather than the influence of behavior towards the attitude.

This research will only focus on investigating students' cognitive (beliefs) and affective (feeling) attitude. The researcher might ask some questions to the students which are used to expose their beliefs and feeling towards the implementation of the presentation technique. Since the presentation technique has been commonly used in learning process, the students might have different beliefs and feeling on it.

Importance of Attitude. Reid (2003, p. 33) declared, "attitudes are important to us because they cannot be neatly separated from study." Attitude is considered as a crucial factor influencing language performance (Visser, 2008). Achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes towards language learning. It means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one.

Active Learning Strategies in Higher Education

Commonly, active learning strategies were taught in university level. Active learning strategies were used to revenge the old style teaching in higher education. The main purpose of these strategies was to create student-centered learning. Hence, the definition and the examples of active learning strategies are explained below.

Definition of Active Learning. In general terms, Mayer and Jones (1993) define, "active learning involves providing opportunities for students to meaningfully talk and listen, write, read and reflect on the content, ideas, issues, and concern of an academic subject (p.6)". Moreover, the role of the students in teaching and learning process is bigger than the lecturer. In order to create good

circumstance in the classroom, the students are forced to be participated actively in the academic subject. Rudasill (2011) points out that active learning technique is used to reduce the traditional teaching model, in which the role of the students as passive receptors and the role of the lecturer becomes the source of language. Whereas, the role of the students should become an active receptors and the role of the lecturer should become a facilitator (Rudasill, 2011).

The Examples of Active Learning Techniques. According to Faust and Paulson (1998) there are some active learning techniques which can be applied in college classroom activity. Furthermore, they have classified active learning technique into seven parts, such as Exercises for Individual Students, Questions and Answers, Immediate-Feedback Techniques, Critical-Thinking Motivators, Share/Pair, Overcoming Obstacles to Active Learning, and Cooperative-Learning Strategies.

Here, the researcher specifically looks at the cooperative-learning strategy. Cooperative learning strategy is a strategy which is used in teaching and learning activity. The aim of this strategy is to educate the students to work in groups. Each group consists of three to five students. Those statements are supported by Faust and Paulson (1998), “the kinds of exercises included under the rubric of cooperative learning all utilize small groups in which three to five students work together toward a common goal (p.13)”. Additionally, they also state that cooperative-learning strategies are also divided into five activities which are Panel-Discussion, Work at the Blackboard, Concept-Mapping, Visual List and Role Playing.

The first is Panel-Discussion. According to Faust and Paulson (1998) panel discussion is generally known as the presentation technique. Here, the roles of the students are to be presenter and audience. Technically, the lecturer divides the students into small groups which consist of three or five students. Each group has to present a different topic. It is better for the lecturer to give same theme, but in a different topic area. For example, the lecturer might ask the students to discuss about a topic under the medical issues. Moreover, the lecturer has to divide into some subtopic such as, the roles of doctor, patients'-rights advocates, hospital officials, and so forth (Faust and Paulson, 1998). They also note, "the key to this method's success is to choose topics carefully and to give students sufficient direction to ensure that they are well-prepared for their presentations (p.16)."

Second activity under the cooperative-learning strategy is Work at the Blackboard. This activity gives space for the students to discuss about problem solving strategy ("Should we try this?") without embarrassing students who have not any idea to give solution (Faust and Paulson, 1998). If the classroom does not have black board, the students can still work in a group by using pieces of paper and pen, or computers. The third activity is Concept-Mapping. It can be used to encourage students in a way to share their ideas into piece by piece information. Generally, it is called as brainstorming technique. It educates the students to generate their ideas into a particular topic. Next activity is Visual List. It seems like the lecturer have one idea or topic about something, then the lecturer asks the students to list everything they can think under the topic which has been written on the black or white board. Faust and Paulson (1998) point out, "the students

typically can generate more comprehensive lists working in groups than they can alone (p.15)". The fifth activity in cooperative-learning strategy is Role Playing. The students demonstrate the situation in a group. It is used to lead them in having a better understanding of the theories that has been taught in the classroom.

In addition, English Education Department of Universitas Muhammadiyah Yogyakarta is one of the departments which implement the presentation technique in teaching and learning activity. The students have implemented the presentation technique since they were in the first semester. The department provides some supporting courses which used to implement the presentation technique. Since the presentation technique is also frequently used, later the researcher will expose some related study about the presentation technique.

Presentation

Presentation was known as sending and receiving the information to the audience. Usually, it was supported by three common factors namely presenter, audience and visual aids. Thus, the components which are related to the presentation will be discussed as follows.

Definition of Presentation. Commonly presentation is defined as a process to deliver a content of a subject and it is exposed in a class (Vinci, 2009). Presentation seeks to inform and give some explanation about some topic. Presentation is an essential tool that leads the students to success in their learning process because it helps students to organize step by step while preparing the presentation.

Further, Chan (2009) defines,

Presentation is the process of showing and explaining the content of a topic to an audience or a group of audiences. It is often used to assess student learning in individual or group research projects. In recent times, presentation is no longer just about oral presentation but also visuals.

Paper, white board or PowerPoint presentation are sample tools to aid the visual part of the presentation. (p.1).

Based on the definition above, the presentation technique can be concluded as a way to deliver the information to other people. It is a process to express the ideas or opinion to others. In other hand, presentation is a two-way communication which acts as the presenter and as the audience. Hence, the way to deliver the material plays an important role to measure the successful of the presentation.

According to the researcher's experiences, the success of a project depends on a good presentation since it has correlation with the communication and other soft skills that is used for the future life. Presentations are the medium of choice for communicating concepts, issues, objectives and results. Further, Vinci (2009) describes that a presentation is the theme of an exhibition highlighting the core concepts and keeping the audience attention. Presentation is an attractive way to transfer knowledge to other people. Westwood (2004) argues that one of some selected features of effective teaching is using presentation. Meanwhile, Mackey (1965) also defines that presentation is delivering message to somebody. Here, presentation means engaging two parties namely presenter and receiver or usually

it called as audience. This is the process of convey and receive the message which is based on content.

Effective Presentation. An effective presentation consists of some components that are related to the lecturer and the learners. In order to create an effective presentation, the lecturer and the students should aware of the components. Hence, according to Ur (2009) there are some components to generate an effective presentation, for example; a) Attention, b) Perception, c) Understanding, d) Short-term memory, and e) Peer teaching. Besides, King (2002) mentions, “having students give presentation in front of the class is one of learner-centered activity that has been widely included in teachers’ lesson plan to improve students’ oral proficiency (p.401)”.

Types of Presentation. Burden and Byrd (1999) classify formal presentation into three types. The first type is lecturing type. Lecturing type means the lecturer gives oral presentation as one of the instructional strategy in teaching and learning process, in which the role of the students are only as the audience. The students have a responsible to listen to the material that is delivered by the lecturer and ask some questions if they do not understand about the explanation.

The second is the summary and response of subject matter type. In this type, the teachers ask each group of the students to sum up the material and present the material to the other group. Thus, the roles of the teacher are replaced by the students. The presenters are forced to be active and creative during deliver the material since they have responsibility to make the audience understand with their explanation.

The third is seminar type. Seminar type means the role of the students are to be the presenter. The students have their own project that has been given by the teachers and they are responsible to present their final project after finished their work. The content of the project also contain their opinion, so the students have opportunity to express their idea towards their project. Annotated bibliography is one of the examples which can be used as students' project.

Ur (2012) also categorizes presentation into three types. Those types are classified based on the length of presentation such as short, medium-length, and long. The first is short type, it only needs 1 (one) up to 3 (three) minutes long for the presenter to deliver their presentation. This short type presentation is usually used to present about a) show and tell, b) describing things, and c) About self (daily activities). Second type is medium-length. It needs 5 (five) up to 10 (ten) minutes long to present. There are three criteria that are frequently used in this presentation, such as: a) narrative, b) instruction/procedure, and c) recommendation. The last is long type. In this types, the length of presentation is around 15 (fifteen) minutes or more. The presentation should explain the organization of the material that will be presented such as opening, outlines, the main body, the explanations, examples, summarizing and closing. It is often used to present about information and argument.

According to Tuber (1972) and Yang (2010) the last types of presentation are classified based on the number of participants in presentation which is frequently called as individual presentation and group presentation. The number of participant who are conducted the individual presentation is only one person. Individual presentation is forced the students to become an independent learner.

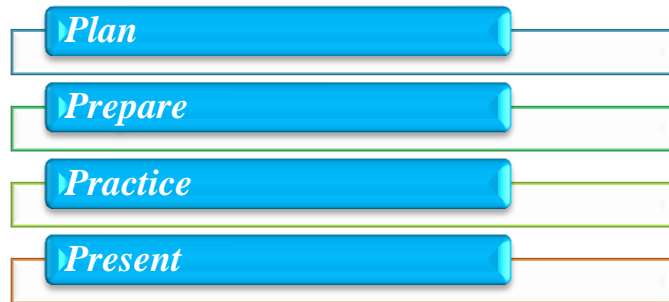
The students have to search the material and also prepare the presentation by themselves. Afterwards, they also should design the media and search the information related to the material that will be presented individually (Tuber, 1972). According to Yang (2010) in group presentation, the numbers of participants who will be the presenters are more than one person. Commonly, the students will be divided into some groups which consist of three or five students in each group.

This research focuses on the last types which are individual presentation and group presentation since both of types are relevant and frequently used in teaching and learning process at the English Education Department Universitas Muhammadiyah Yogyakarta.

The Process of Making Good Presentation. Making a good presentation is not the easiest thing to be done. According to Nicklos (2003) there are some steps to create an effective presentation. The first step to make a good presentation is plan. Plan means thinking ahead about important aspects of it. Here, it is where the presenter begins the task of organizing the presentation. It is included of some several important aspect such as objective, audience, content, organization, visual, setting and delivery. The second step is preparation. The centerpiece of this part is to research the materials and also prepare the slide which will be used to present. The third step is practice. There are some reasons to have practice section before the presentation. It trains the presenter to be familiar with the visual slide and the content of presentation. Further, it helps the presenter to ensure the body movement. It also assists the presenter to identify the kinds of question and issues that might surface during the actual presentation. The last step is present. There

are six factors that the presenter should be aware in making presentation. It consists of facial expression, pace, voice (intonation, inflection, pronunciation), body movements (posture, gestures, moving about), use of a pointer (classic wooden pointer or laser), and the last is roles (in the event of group presentation).

Figure 1. The Process of Presentation



Goals of Presentation. According to Brookfield and Preskill (1999) there are some goals of presentation in learning process. First, the students learn to organize information in a coherent manner. Second, they can practice the use of logical and emotional appeals to persuade an audience. Third, the students can practice the use of voice, gesture and bodily action to convey meaning. Fourth, they will create an effective and useful speaking outline and notes. Fifth, it trains them to develop experience and confidence in one's presentational skills.

The Advantages of Presentation. Doing presentation frequently offers some valuable lessons for the students. They get some positive impact on implementing the presentation technique. According to Milonic (2009) there are some advantages of classroom presentation that will be described below:

The presenter's peers and lecturer would have the opportunity to ask the presenter questions regarding his explanation. As the audiences, the other students have chance to help the presenter to clarify unclear statements and the class to offer constructive suggestions. In addition, by presenting an assignment in class,

the presenter could receive direct feedback from the other students and the lecturer, so that the presenter could make changes before submitting a final assignment. Higher education students or adult learner are often skilled in some areas since they have long life experienced and could provide added information to audience during the presentation.

Afterwards, oral presentation also gives chance for the students to increase, improve and also provide alternative method in learning process to enhance their capability. Each student would have the benefit of the entire class's feedback and expertise. It provides some information that uncommonly known by the students. It gains the students to get some useful information from the presenter. Hearing others' explanation will make the class more interesting than receiving feed-back and a grade from the lecturer alone.

In addition, the presentation technique also trains students' self-confidence while they deliver message to the audience and try hard to make the audience understand about their explanation. Having repeatedly presentation in learning activity, it can increase students' self-confidence weather in public speaking or in written task. It gives them two skills in same time. The class would gain new areas of information.

Besides, presentation can enhance students' critical thinking and train them on the ways to give constructive feedback. Students would learn to think for themselves, rather than having the lecturer doing all their thinking for them. The lecturer would moderate, fill in omissions or correct errors. Furthermore, class members would also participate more actively in discussion, see each other face-to-face instead of seeing other students from the back only, and would come to

know other class members, bond and help each other. Students would more often complete the assignment when knowing they will be "on-stage." Many students would enjoy public presentations and using the white board and projector. This activity would provide a change of pace, and certainly more physical activity needed in three-hour classes.

In addition, the students who have a good practice of oral presentations will gain excellent skills for their future professional meeting/conference assignments in the workplace. In other hand, they have mastered public speaking that can be used in their real life. Knowing that one is due to give a public presentation would increase the student likelihood of coming prepared. It trains them to be conscious learners since they are responsible to have well-prepared before the presentation start.

Meanwhile, King (2002) also mentions some advantages of the presentation technique. He classified the benefit of presentation in several areas. First, he reports that presentation will enhance students' proficiency which represents four language skills including reading, writing, speaking and listening. As he says, "using the four language skills in naturally integrated way, helping the students to collect , inquire, organize and construct information, enhancing teamwork, and helping students become active and autonomous learner (p.402)". the second advantages of presentation is to build self-confidence. It was also argues by him who is saying "experience builds confidence, which is vital to effective presentation (p.406)". The time to train their self-confidence is starting from choose the topic that will be presented. Students have their own choice to choose the topic which is used to present is to give them a chance in exploring

their even-oriented, students-initiated, and in-depth topic students. Those three things can be used to enhance their creativity and self-expression.

Afterwards, another benefit of presentation technique is to master grammatical or structure. As explained by King (2002) that students used to work on memorizing detailed grammatical rules, vocabulary out of contexts and isolated phrases or expression. By doing presentation regularly, it make them to become autonomous learner. He reports “among many advantages of presentation technique are bringing the gap between language study and language use, using the four language skills in naturally integrated way, helping students to collect, inquire, organize and construct information, helping the students become autonomous learner (p.402)”.

According to Brooks and Wilson (2014), presentation technique offers several advantages. Those advantages will be explained one by one. First, using presentation in the classroom leads the students to have a great interaction and participation. Besides, it also creates an interesting environment in learning activity and gets improvements in students’ communication and speaking skill. Students are required to speak when giving their presentation. Afterwards, there are some factors that is determined the successful of presentation which is known as the micro level skills in the genre of specific language items namely vocabulary and grammar. In addition, the language and grammar which are learnt in the presentation will be useful for the students in other situation that involve spoken English (Thornbury as cited in Brooks and Wilson, 2014).

Second, presentation technique gives the opportunity for the students to practice their listening skill when they act as audience members for other group

presentations. Likewise, Brooks and Wilson (2014) add another explanation that as the presenter the students also get a chance to confirm unclear information and misunderstanding by answering the question and interacting with the audience. In addition, Otoshi and Heffernan as cited in Brooks and Wilson (2014) mentioned that presentation can include how to make eye contact, how to organize presentation, how to connect with an audience, how to use body language and how to construct an effective presentation. Thus, Presentation allows the students in improving their English language skill as well as their critical thinking. Third, Presentation can be valuable activities in helping the students to improve their L2 skill, develop their research skill, improve their creativity, and enhance their confidence when speaking in front of people. Usually, group presentation also allows the students to work together in planning and preparing their presentation. Delegating task for each member will build students' self-responsibility.

The Disadvantages of Presentation. As mentioned by Brooks and Wilson (2014) that for some reasons presentation technique is not often used in language classes. It is only used as one time summative assessment at the end of course. Since implementing presentation technique for the students who do not prepare to present, it causes the students' difficultness in finding a positive learning experiences on presentation. Those statements are supported by some facts such as speech anxiety, group boredom, and limited presentation skill were the major problems which lead the students' failure in presentation.

Another disadvantages also reports by some experts. According to Rose, another issue of using presentation in classroom is that presentation is consuming time. When the students are presenting, the audience are passive. It leads them to

boredom (as cited in Brooks and Wilson, 2014). Besides, students' fault in choosing uninteresting topic which will be presented can cause two problems. The first problem is the students dislike with the implementation of the presentation technique and the second they gain nothing from giving the presentation.

When the presentation was assigned in class, there will be students who felt frustrating and intimidating. It is stated by King (2002) that lack of experience is usually the main factors of students stress and nervousness. Furthermore, he reports "presentation can be a face-threatening activity, particularly for some Asian students (p.404)". Thus, delivering presentation can be a source of extreme anxiety. He also underlines in other statement, "speaking in public sometimes actually undermined students' confidence and is ineffective in developing students' oral proficiency because students were put on the spot (p.403)".

Conceptual Framework

Attitude is one of the most important things in language learning strategies. The role of attitude becomes an essential factor which influences language learners' achievement towards their understanding to the target language. The result of many researches has repeatedly showed that the successful language learner depends on their attitude towards the target language. The main role of attitude in language learning is also supported by three components of attitudes which is generally called as ABC models in which A stands for Affective, B stands for Behavioral, and C stands for Cognitive.

Those three components that have been mentioned above are typically human basic form to absorb knowledge. Those components are related to active

learning techniques that are commonly used in higher education. However, this study only focuses on students' cognitive and affective attitude.

Likewise, the higher education learners are forced to be participated actively in classroom activities. Nowadays the presentation technique is familiar in teaching and learning process. It happened since the presentation technique is such kind of learning strategies which gives chance for the learners to have two roles in same time. As the presenter they have responsibility to prepare well their presentation, so that their audiences understand with their explanation. As the audience, the students have to understand well with the materials that have been presented by the presenter. It also trains the students to organize their thinking while preparing the presentation.

This study will look at the students' cognitive (beliefs) attitude towards the implementation of the presentation technique. Afterwards, this study is going to explore students' affective (feeling) attitude towards the implementation of the presentation technique that have been implemented at English Education Department.

Figure 2. Conceptual Framework

