

Chapter Four

Finding and Discussion

This chapter discusses the result of the research. It reports the finding and relates it with the literature review. It includes finding and discussion of the study which are obtained from the interview.

Findings

The finding in this research was a reporting data which has been analyzed from the interview. It was divided into two. First, it reported the students' cognitive attitude (beliefs) on the implementation of the presentation technique. Likewise, students' beliefs on the implementation of presentation technique were divided into two categories which consist of the advantages and the disadvantages of the presentation technique. Second, the finding revealed the students' affective attitude (feeling) on the implementation of the presentation technique.

Students' Cognitive Attitude (Beliefs) on the Implementation of the Presentation Technique. The researcher tried to answer the first research question which was related to students' belief in implementing the presentation technique. The finding of the interview that was obtained from the participants revealed that the presentation technique offers some advantages and some of participants revealed that it gives some disadvantages.

Students believe that the implementation of the presentation technique offered advantages. The data that have been analyzed by the researcher showed that students' cognitive attitude (beliefs) on the implementation of the presentation technique offered several advantages for students. Additionally, the finding of this research can be seen in the table as follows.

Table 2		
<i>Students' Cognitive Attitude (Beliefs) on the Implementation of the presentation technique</i>		
No	Categories	Findings
1	Students' believed that the presentation technique offered advantages	<ul style="list-style-type: none"> a. It increased their self confidence b. It trained their public speaking skill c. It trained them to manage time d. It could practice their teamwork e. It increased self-responsibility f. It developed English Skill g. It trained their body language h. It enhanced critical thinking i. It enhanced creativity
2.	Students' believed that the presentation technique gave disadvantages	<ul style="list-style-type: none"> a. It was a waste of time b. It was only a formality c. It did not contribute to any skills d. It disadvantaged the low self-confident students e. It stimulated students' anxiety

Students believed that the presentation technique increased their self-confidence. The researcher obtained the data that students believed the presentation technique offered several advantages for them. One of the advantages was increasing self-confidence. Four out of six participants had same beliefs on the implementation of the presentation technique. As Drupadi said, "I agree with the implementation of the presentation technique in the classroom since it could increase self-confidence". Then Srikandi also highlighted it in other statement by saying, "the second was self-confidence. When we did the presentation technique, it was a time where we train our self-confidence". The other evidence was also pointed out by Anjani, "I believed that the presentation technique could increase my self-confidence while doing presentation". Additionally, Antasena also stated,

“I believed the presentation technique which is implemented at English Education Department of UMY makes me confident when speaking in front of many people”. As mentioned by Anjani and Antasena, the presentation technique could be used as one of an effective ways to increase students’ self-confidence.

Students believed that the presentation technique trained their public speaking skill. The researcher found four out of six participants believed that the presentation technique could train students’ public speaking. It was proved by Drupadi who said, “...for example it trains public speaking”. Besides, Srikandi highlighted, “ehm...when we talked about the implementation of the presentation technique, public speaking could not be separated from presentation. Unconsciously, it would develop our public speaking”. In addition, Anjani and Citrawati also agreed that the presentation technique helped them develop their public speaking skill. It was proved by Anjani’s statement, “actually, from the implementation of the presentation technique we could share our idea in front of many people”. Citrawati added, “...then I was brave to speak up in front of many people. Since we presented in front of many people, we had to be ready to answer the question that might be asked by the audience”.

Students believed that the presentation technique trained them to manage time. The data showed that there was one participant who said the presentation technique helped the students to manage time. As what was stated by Drupadi, “Another example of implementing the presentation technique was able to manage time”. Furthermore, she explained in other statement that managing time meant he or she was skillful in doing some activities and they finished it in the right time as well.

Students believed that the presentation technique could practice their teamwork skill. This research also revealed that the presentation technique could train students' skill in teamwork. It was supported by the participants. Three of them mentioned that they were able to perform a good teamwork by doing the presentation technique. Drupadi said, "additionally, it also enhanced soft skills such as being able to do teamwork". Moreover, Anjani also emphasized, "...the students could interact with each other. Yup...they had space to interact with the others". It was supported by Citrawati who stated, "If we had group presentation...ehm...we were able to help each other in a team".

Students believed that the presentation technique increased self-responsibility. Two out of six participants revealed that they believed the presentation technique can increase self-responsibility. It happened since a good presentation needed a good preparation. When they did presentation in a group and each of the members has a material that should be mastered, they would do their best to prepare it. Drupadi pointed out, "When we were able to do teamwork, it would increase self-responsibility". Hence, it was also emphasized by Citrawati who stated, "group presentation helped us to delegate the material fairly. Each of us has been given a part of material that will be presented". In addition, dividing their task individually, it trained them to be a responsible person. Since without their tasked, all group members could not present their presentation.

Students believed that the presentation technique developed English Skill. This was revealed in this research where participants believed that the presentation technique developed their English skills, such as developing speaking

skill, increasing reading skill, mastering grammar, and enhancing listening skill. This evidence was gotten from five out of six participants.

Developing speaking skill. The researcher obtained the evidence from the participants of the research. Four out of six participants mentioned that the presentation technique developed their speaking skill. It was mentioned by Drupadi who said, “the skill that I got from presentation is speaking skill. I knew that my speaking skill is not really good, but while I was doing presentation, it developed my skill”. Anjani also stated, “...it was also speaking skill since presentation forced us to train the fluency, intonation and word stress”. Meanwhile, Citrawati pointed out, “ehm...the skill that I have gotten from the presentation technique was I could speak fluently”. The last evidence was supported by Antasena who pointed out, “Then, my speaking skill is increasing when I was doing presentation continuously”.

Increasing reading skill. The researcher gained the data that one out of six participants stated that her reading skill increased when doing presentation continuously. The involvement of reading skill was shown by their diligence to read the material before they did presentation. As Drupadi mentioned, “besides, the reading skill also increased. Since the day before delivering the presentation, we have to read the material that will be presented”.

Mastering grammar or structure. When doing presentation frequently, it gave a chance for students to improve their grammar mastery unconsciously. Two out of six participants in this research revealed that they were able to master the structure when they did presentation. As Drupadi mentioned, “another skill that I have mastered is structure. Since we learn about language, we have to learn how

to use language appropriately”. This statement is followed by Srikandi who stated, “although I did grammatical error when I spoke, at least I learned from that. So I could improve my speaking skill by using appropriate grammar”.

Enhancing listening skill. The implementation of the presentation technique taught the students that they had two roles. First was being a presenter and second was being an audience. As the presenter, it meant that the students have to be ready to answer the question which was given by the audience and the question was comprehended by listening to the question. Here, the researcher obtained that one out of six participants mentioned that his listening skill enhanced while he listened to the question from the audiences. As Antasena revealed, “when there was question and answer session, it would enhance my listening skill”.

Students believed that the presentation technique trained their body language. The data that have been analyzed showed that the presentation technique could train students in using appropriate body language. It was mentioned by one participant. Srikandi was one out of six participants who believed that appropriate body language was needed in presentation. She stated, “...it looked like formal academic setting and including the conversation. We had to use appropriate body language”.

Students believed that the presentation technique enhanced critical thinking. The researcher found four out of six participants believed that the presentation technique enhanced their critical thinking. This evidence was supported by Srikandi who pointed out,

...and also critical thinking. Well...when we were delivering the material it was not supposed to deliver the information as exact as the point which was in power point presentation. At the end, it supported us to think how the way to support our statement with our own understanding. It also happened when we answered the question.

Meanwhile Anjani, Citrawati and Antasena also mentioned the similar thing about enhancing their critical thinking. Anjani stated, “err...the implementation of the presentation technique could be used to explore and develop our knowledge”. Citrawati also added, “the presentation technique enhances critical thinking”. Endlessly, Antasena emphasized it by saying, “the presentation technique also developed critical thinking when I answered the question”.

Students believed that the presentation technique enhanced creativity.

The researcher found that two out of six participants believed that the presentation technique could enhance creativity. Citrawati stated, “ehm...it forced me to be creative because while doing presentation in class, I had to be able to do improvisation”. Additionally, Srikandi also highlighted, “...presentation forced us to think how to design power point presentation since the lecturer really emphasized the students to have a good design”.

Students believed that the implementation of the presentation technique gave disadvantages. Some participants believed that the presentation technique offered several advantages. However, there was one participant who constantly believed that the implementation of the presentation technique gave

some disadvantages. The data which revealed the disadvantages in implementing the presentation technique would be discussed as follows.

Students believed that the presentation technique was a waste of time.

One out of six participants in this research exposed that the presentation technique was a waste of time. This evidence was supported by Abimanyu who stated, “it looked like we are wasting time”. He also added, “wasting time means when we had known about theory, we had to practice theory that has been learnt. We were not supposed to do presentation and explain unimportant thing anymore”.

According to the participant’s beliefs, once he understood about the theory, he needed to practice the theory and did not want to do it again by doing the presentation.

Students believed that the presentation technique was only a formality.

Abimanyu exposed that the implementation of the presentation technique gave disadvantages for the students. He was the only one who mentioned, “I believed that the main point of presentation was only like the formality”. He gave further explanation of a formality by saying that formality meant when the students had learnt theory, they had to practice it. They should not repeat theory that has been learnt by presenting it.

Students believed that the presentation technique did not contribute to any skills. The researcher obtained the data from Abimanyu. He mentioned that the presentation technique did not contribute to any skills. This evidence was supported by his statement, “ehm...I believed that the presentation technique did not have a big impact for students’ activity. It seemed like it did not contribute to

any skills for students”. He also gave further information that the used of presentation technique was not really useful for the students.

Students believed that the presentation technique disadvantaged the low self-confident students. The researcher found the data that was gathered from Abimanyu. He mentioned that the presentation technique disadvantaged the low self-confident students to speak up in front of the class. He supported the statement by saying, “the presentation technique gave disadvantages to the low self-confident students”. Furthermore, he explained for those who unskillful in speaking skill, they did not have any courage to present the material.

Students believed that the presentation technique stimulated students’ anxiety. The data that had been gathered from the interview revealed that there was one out of six participants who constantly believed that the presentation technique offered disadvantages. Besides, he added that since the presentation technique required a long time preparation, when the students were not ready, it could stimulate anxiety. This fact was supported by Abimanyu’s statement, “for example, if there was a student who has low self-confident and he or she was not skillful to speak in front of people, it would get a big impact. So, they will be so afraid in presenting the presentation”.

To summarize, the presentation technique was one of the techniques which was good to be implemented in teaching and learning process. This fact was supported by the participants in this research. Five out of six participants believed the presentation technique gave some advantages. Those advantages have been mentioned above. However, the researcher also obtained the data which exposed that the presentation technique did not always work for the students as well. It was

proved by one out of six participants who believed that the presentation technique give disadvantages for those who had low self-confident and lack of speaking skill.

Students' Affective Attitudes (Feeling) on the Implementation of the Presentation Technique. The second research question that was tried to be answered by the researcher was students' affective attitude (feeling) on the implementation of the presentation technique. The finding of the interview that was obtained by the researcher revealed the students' feeling about the implementation of the presentation technique. The findings of this question were some of participants felt happy on the implementation of participant since it gave some advantages. However, there was one out of six participants in this research revealed the unhappy feeling on the implementation of the presentation technique. He disliked the presentation technique since he thought it burdened the students. Hence, the students' happy and unhappy feelings were the result of students' affective attitude (feeling) which was oriented from emotional factor. Their affective attitude led them to express their feeling towards the subject. The detail information will be exposed as follow.

Students felt happy since the presentation technique enhanced English proficiency. The finding showed that Drupadi felt happy on the implementation of the presentation technique. Furthermore, she mentioned, "I was happy with the implementation of the presentation technique at English Education Department". Henceforth, Drupadi added another explanation of her happiness. She pointed out, "Actually I liked public speaking. Presentation helps in enhancing my skill. I was having a chance to train my bravery to speak up and I felt it really worthwhile for

me. So, it enhanced English proficiency. Nowadays, at the end of this semester I wish I still have presentation in the class activity”.

Students felt happy since the presentation technique helped the students to delegate the materials in equitable way. Since the presentation technique could be divided into group presentation, Citrawati felt more comfortable in joining group presentation. The researcher obtained the data that the participant felt happy since the material could be delegated smoothly to the other member. Citrawati was the one who felt happy and she gave the evidence by saying, “I felt happy. Especially, when we did group presentation, we could delegate the material smoothly for each member”.

Students felt unhappy since the presentation technique made them nervous. The data from the interview confirmed that there was one out of six participants who felt nervous while doing presentation. Srikandi was the one who emphasized that it happened at the first time when she did presentation. Likewise, she pointed out,

“At the first time I felt nervous and afraid because I had not mastered the English skill. Besides, I was also afraid to speak up in front of many people since they would ask many questions and criticize the information that I had given”.

Students felt unhappy since the lecturer gave short time in preparing the presentation. The researcher obtained the finding from one out of six participants who exposed that the successful of presentation was depended on time. They needed long time to create good presentation. The longer time was much better for the students to prepare presentation. Citrawati pointed out, “sometimes, I felt

unhappy when the lecturer asked the students to present unexpectedly. It only had short time in preparing presentation”.

To sum up, students’ affective attitude on the implementation of the presentation technique showed happy and unhappy feeling. The findings exposed that students’ happy feeling was emphasized in getting the advantages of the presentation technique. However, one of the reasons behind their unhappy feeling was because they did not get advantages in the presentation technique.

Discussion

Based on the data obtained, the participants revealed their beliefs and feeling on the implementation of the presentation technique. Hence, five out of six participants believed that the presentation technique offered several advantages. Besides, the participants of this research also revealed their happy and unhappy feeling on the implementation of the presentation technique. Likewise, the participant’s beliefs and feeling were discussed as follows.

Students believed that the implementation of the presentation technique offered advantages. The data reported that there were fourteen students’ beliefs on the implementation of the presentation technique. Nine out of fourteen findings exposed the advantages of the presentation technique. They believed the presentation technique offered nine advantages during their study. Those data was proved by the participants’ statement. Each of participants’ beliefs was discussed below.

The presentation technique increased their self-confidence. The presentation technique has been implemented in several years. The students at English Education Department have been experienced in doing the presentation

technique. They have done it continuously during their study. Thus, the participants mentioned that while they were doing the presentation, it increases their self-confidence. This finding was also supported by Milonic (2009) who concluded that presentation trained their self-confidence. When they delivered message to the audience, they tried hard to make the audience understand about their explanation. He also added explanation in other statement that having repeatedly presentation in learning activity, it can increase students' self-confidence whether in public speaking or in written task.

The presentation technique trained their public speaking skill. When the interview was running, the researcher obtained the findings where the participants mentioned that the implementation of presentation developed their public speaking. In other hand, they explained that the presentation technique trained them to be brave to speak up in front of many people. In line with that, Milonic (2009) also highlighted in his statement by saying that the students who had a good practice of oral presentations will gain excellent skills for their future professional meeting/conference assignments in the workplace. In other hand, they had mastered public speaking that can be used in their real life. Brookfield and Preskill (1999) emphasized their statement that presentation trained the students develop experience and self-confidence.

The presentation technique trained the students to manage time. Making a good presentation was not an easy thing to do since it took a long time to create it (King, 2002). The findings showed that the presentation technique trained the students to manage time. Managing time meant they were able to do many things and finished it in right time. That findings were connected with Nickols's

statement (2003) who pointed out that creating presentation needed some steps such as planning, preparing, practicing and presenting. For those steps, it literary can be defined that the presentation technique forced the students to manage their time as well.

The presentation technique could train their teamwork skill. In a group presentation, it was necessary to build a good relationship for each member. The findings exposed that the students' teamwork skill was developed when they did presentation. It was also agreed by Milonic (2009) who mentioned that one of the advantages of presentation was to stimulate class members to participate more actively in question and answer section. Besides, he also added that presentation technique gave the opportunity for the students to see each other face-to-face instead of seeing other students from the back only. Then, it gave them a chance to help each other. Meanwhile, Faust and Paulson (1998) underlined, "the students typically can generate more comprehensive list working in a group rather than individual (p.15)".

The presentation technique increased self-responsibility. It was obtained in findings where the participants believed that presentation technique increased their self-responsibility. In order to present a good presentation, the presenter was forced to master the material. The findings were in line with Milonic (2009) statement who reported that presentation trained the students to become conscious learner as they were responsible to be well-prepared before they do presentation.

The presentation technique developed English skill. The findings revealed that presentation technique enhanced students' English skill. English skills which were developed by using presentation technique such as develop

speaking skill, increasing reading skill, mastering grammar and enhancing listening skill. Thus, each skill will be discussed as follows.

Developing speaking skill. Speaking skill can be developed through some various ways. Likewise, presentation technique can be used to develop speaking skill since the function of presentation is typically to transfer the information to other people. It was emphasized by Chan (2009) who stated, “presentation is the process of showing and explaining the content of a topic to an audience or a group of audiences (P.1)”. In other hand, there were some factors which influenced in speaking skill such as the used of pace, intonation, inflection, pronunciation, facial expression, body movement (Nickols, 2003). Meanwhile, it was also in line with Brooks and Wilson (2014) who underlined that using presentation in the classroom led the students to have a great interaction and participation. Besides, it also created an interesting environment in learning and got improvements in students’ communication and speaking skill. Students were required to speak when giving their presentation.

Increasing reading skill. Having good background knowledge towards the subject that will be presented was such a good point for the presenter. The background knowledge itself can be mastered by using reading skill. The fact that was gathered from the findings showed that the presentation technique increased students’ reading skill as well. The involvement of reading skill was in line with the effort of the students to search and read the materials. It is aligned with Nickols’ statement (2003) who mentioned that since the second step to make good presentation was preparation, the centerpiece of this part was to read the materials.

Mastering grammar. Another English skill which can be mastered by using presentation technique was grammar. The findings showed that the students believed presentation technique helped them to master grammar. It was agreed by Brooks and Wilson (2014) who reported that there are some factors that was determined the successful of presentation which was known as the micro level skills in the genre of specific language items namely vocabulary and grammar. The successful of presentation would impact the capability of students in mastering grammar. In which, grammar has significance relation in presentation technique. In addition, the language and grammar which were 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).

Enhancing listening skill. The findings reported that presentation technique involved students' listening skill. That statement was mentioned by the participant who was showing the same result as Brooks and Wilson (2014) who stated that presentation technique gave the opportunity for the students to practice their listening skill when they acted as audience members for other group presentations. Likewise, they added another explanation that as the presenter the students also got a chance to confirmed unclear information and misunderstanding by answering the question and interacting with the audience.

The presentation technique trained students' body language. Having an appropriate body language was one of the ways to avoid misunderstanding and unclear information. As mentioned in findings, using appropriate body language was needed in implementing presentation technique. It was supported by Otoshi and Heffernen as cited in Brooks and Wilson (2014) who mentioned that

presentation can include such things as how to deal with eye contact, how to organize the presentation, how to engage with an audience, how to use body language and how to construct an effective presentation. Besides, Nickols (2003) was emphasized it in other statement by saying that practice as the third step in preparing presentation can be used to help the presenter ensures the body movement. The students can practice the use of voice, gesture and bodily action to convey meaning (Brookfield and Preskill, 1999).

The presentation technique enhanced critical thinking. As revealed in findings, there were several factors which were connected in enhancing critical thinking by using presentation technique. They mentioned presentation technique trained them to think how the way to support their statement by their own understanding. Besides, the ways to answer the question also stimulate their critical thinking. Presentation allowed the students in improving their English language skill as well as their critical thinking (Brooks and Wilson, 2014). In addition, Milonic (2009) also underlined that presentation can enhance students' critical thinking and train them on how to give constructive feedback. Students would learn to think for themselves, rather than having the lecturer doing all their thinking for them.

The presentation technique enhanced creativity. Creative thinking was one of the findings which had been mentioned in this research. It was explained that the way to design a good visual aid needed creativity. In the other hand, having improvisation while delivering the materials was also used creativity. It was also mentioned by Brooks and Wilson (2014) that presentation can be valuable activities in helping the students to improve their L2 skill, developing

their research skill, improving their creativity, and enhancing their confidence when speaking in front of people. The consideration of the students to feel free in choosing the topic which was used to present was 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 (King, 2002).

Students believed that the implementation of the presentation technique gave disadvantages. As found in findings, there were five detriments which had been mentioned by the participants such as it was of time, it was a formality, it did not contribute to any skill, it disadvantaged the low self-confident students, and it stimulated students' anxiety. They believed the implementation of presentation was such kind of unimportant activity. Hence, the further explanation would be discussed below.

The presentation technique was a waste of time. Even though implementing presentation technique had been believed that offered some advantages for the students, the findings found another believed of presentation which revealed the disadvantages of presentation. It showed that presentation technique was a waste of time. Additionally, it was interconnected with the statement which was stated by Rose another issue of using presentation in classroom was that presentation was consuming time. When the students were presenting, the audience were passive. It led them to boredom (as cited in Brooks and Wilson, 2014).

The presentation technique was only a formality. The findings revealed that there was one participant who believed presentation technique was a

formality. It was mentioned that implementing presentation technique in classroom was just a formality. Thus, the formality was explained as the meaningless thing. When the students have learnt the materials by themselves, it was not a necessary for them to present again in the classroom. Based on that finding, it can be concluded that there were two possibilities about the participant's believed. First, the participant did not have good background knowledge on the implementation presentation technique. Second, the participant believed was based on his negative attitude, so that he exposed the disadvantages of the subject.

The presentation technique did not contribute to any skills. It was obtained in findings where the participants believed that implementing the presentation technique did not contribute any skill for the students. In line with that, Brooks and Wilson (2014) supported that statement by saying that for some reasons, presentation technique was not often used in language classes. It was only used as one time summative assessment at the end of course. Because implementing presentation technique for the students who did not prepare to present, it caused the students' difficultness in finding a positive learning experiences on presentation. They also mentioned that students' fault in choosing uninteresting topic that will be presented can cause two problem. The first problem was the students disliked with the implementation of the presentation technique and the second they gained nothing from giving the presentation.

The presentation technique disadvantaged the low elf-confident students. In general, presentation was known as a way to deliver the information in front of audience or a group of audiences. It required self-esteem to be brave in

communicating the message. Unfortunately, the finding of this research was revealed that students' believed presentation would decrease students' self-confidence. The statement on findings was supported by King (2002) who mentioned, "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)".

The presentation technique stimulated students' anxiety. As found out in findings, one of students' believed in implementing presentation technique was stimulating students' anxiety. Likewise, the students' unreadiness was the main factor of stimulate the anxiety. Besides, it was also mentioned that the unskillful students in speaking skill also can cause that problem. Speech anxiety, group boredom and limited presentation skill were the major problems which lead the students' failure in presentation (Brooks and Wilson, 2014). Meanwhile King (2002) emphasized in other statement by saying that delivering presentation can be a source of extreme anxiety.

To sum up, the findings indicated that the students' cognitive attitude (beliefs) on the implementation of presentation technique mostly revealed several advantages. The advantages which had been exposed by the students indicate that they had a good understanding on the presentation technique. Therefore, it was proved by their statement who revealed the advantages of the presentation technique. Otherwise, when the students exposed several benefit in implementing the presentation technique, there were still some the students who revealed the disadvantages as well. King (2002) reported that when the presentation was assigned in class, there will be students who felt frustrating and intimidating. Lack

of experience was usually the main factors of students stress and nervousness. Hence, the students revealed the disadvantages of presentation since they did not have good understanding on the implementation of the presentation technique.

Students' affective attitude (feeling) on the implementation of the presentation technique. Students' affective attitude was focused in investigating students' feeling on the implementation of the presentation technique.

Additionally, the findings revealed that implementing presentation technique showed happy and unhappy feeling. Thus, each of participants' feeling would be discussed below.

Students felt happy since the presentation technique enhanced English proficiency. One of the purposes of EFL learner was to master the target language. There was no exception for the students at English education department. The objective of their study was to master English proficiency. The presentation technique can be used as a tool to enhance their English proficiency. As mentioned in finding, the participants felt happy on the implementation of presentation technique. The reason behind their happy feeling was caused by the opportunity which had been given during they did the presentation. The finding was in line with King (2002) who said, "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)".

Students felt happy since the presentation technique helped the students to delegate the materials in equitable way. Since group presentation was

frequently used in presentation technique, the findings showed that it helped the students to delegate the materials that will be presented smoothly. The finding was related to Brooks and Wilson (2014) who mentioned that group presentation allowed the students to work together in planning and preparing their presentation. Besides, delegating tasks for each member also built students' self-responsibility. It will help them to be responsible in doing their own part.

Students felt unhappy since the presentation technique made nervous.

Having presentation for inexperienced students would make the students afraid and nervous to speak up. It was obtained in finding that nervous in one of the factors which caused unhappy feeling in implementing presentation technique. The findings revealed that the nervousness usually happened at the first time of presentation. It was caused by unfamiliar situation that was faced by the students. Thus, King (2002) reported, "presentation can be a face-threatening activity, particularly for some Asian students (p.404)".

Students felt unhappy since the lecturer gave short time in preparing the presentation. As reported by Nicklos (2003) that making good presentation was not an easy thing. It took long time from preparing till presenting the presentation. As expected, having a short time in preparing presentation will make the students uncomfortable. It was exposed in this research that when the lecturer asked the students to prepare the presentation in a short time, it made the students unhappy in implementing the presentation technique. Actually, it can be avoided by both the lecturer and the students. The consideration of the lecturer in giving the time for preparing the presentation should be dealing with students' needs. Both students and lecturer were willing to understand each other. The lecturers must

give enough time for their students to prepare the presentation. Otherwise, the students were willing to finish their preparation in right time as well.

To sum up, as mentioned in findings that students' affective (feeling) attitude on the implementation of presentation technique revealed happy and unhappy feeling. It was in line with Peters and Slovic (2007) who stated that affective attitude can be discrete emotional evaluations (angry, happy, good, and bad). Their happy feeling was supported by the advantages that they have gotten in implementing presentation technique. Meanwhile, their unhappy feeling was also supported by the disadvantages of presentation which has been implemented during their study.