

## **Chapter One**

### **Introduction**

This chapter contains the introduction to this *skripsi*. This chapter consists of background as elaboration to the concerned case of study, elaboration of the direction of this *skripsi* including research questions, objectives, and the significance of the study. This chapter was closed by content description of every chapter in this *skripsi*.

### **Background**

Lately the phenomenon of students who were responding to call for paper has been emerged among several students at English Education Department Universitas Muhammadiyah Yogyakarta (EED UMY). The phenomenon was found by the researcher during conducting education at EED UMY in order to pursue bachelor degree of education in English Language Teaching by title S.Pd. within year 2010 to 2015. The researcher observed within those span times, that the phenomenon not only has emerged but also became something entrenched among several students at EED UMY.

Literary call for paper can be referred as a kind of invitation that is announced intended to gather papers to be presented in a conference. In other word call for paper is such as promotion of a research conference to gather potential attendees and sponsors to the event (Anderson & Anderson, 2010). The research conference is held as a publication event of scientific works also to be a forum of sharing works, discussing recent issues, and exchanging informations among those who have same expertise (Toth, 1997). Through responding call for

paper, researchers submitted the paper of their works in order to enroll in as the contributor of the conferences in terms of paper presenter. In the conference, the researchers present their works to audience orally through the presentation.

In order to clarify the phenomenon, the researcher has been conducting an observation in order to identify the detail of the phenomenon. The data that the researcher has been collected from observation was presented in the chart below.

Table 1. Data of students' paper presentation at EED UMY.

Number	23 students		
Paper	35 papers of 35 participations		
Event	ICEL, TEFLIN, Asia TEFL, JETA, COTEFL, and ILLC		
Year of Participation	One time at 2011	24 times at 2013	5 times at 2015
	One time at 2012	4 times at 2014	
Batch	6 students of batch 2010		1 student of batch 2012
	14 students of batch 2011		2 student of batch 2013
Frequency	16 students once		7 students more than once

Based on the chart above can be seen that originally the phenomenon was started in year 2011. Until year 2015 where the data was collected, 23 students at EED UMY identified have been presenting paper in research conferences. They were including 6 students of batch 2010, 14 students of batch 2011, one student of batch 2012, and 2 students of batch 2013. They were spread various conferences related to teaching-learning English held regional and abroad by organizer such as ICEL, TEFLIN, Asia TEFL, JETA, COTEFL, and ILLC. The total paper that has been presented within year 2011 to 2015 can be identified 35 papers of 35 participations. While related to presentation that has been made within year 2011

to 2012 can be identified one time in each year 2011 and 2012, 23 times in year 2013, 4 times in years 2014, and 5 times in year 2015. Related to the frequency of the presentation, 16 students identified have been presenting paper once and 7 students identified more than once. The phenomenon actually was still considered minority among students at EED UMY but refers to the consistency of presentation within year 2011 to 2015 the phenomenon possibly will continue.

### **Statement of the Problem**

The researcher found the emergence of the phenomenon was interesting. This is because based on the researchers' experience during conducting education at EED UMY basically there was no specific regulation that required students to have such experience. Related to research, students at EED UMY commonly was obliged to conducting research as intended for the final project *skripsi*. However those 23 students have been out of the box. They were also practicing research out of common purpose as intended as the final project. Even some of them identified have been participating more than once as refers to the amount of participation that has been made within year 2011 to 2015.

On one hand those students were impressive because they could do more than the other students at EED UMY, but on the other hand also made the researcher curious toward the value of presenting paper in research conferences. Whether presenting paper in research conferences was really that interesting to be experienced? If yes then what exactly they have achieved from their experience in presenting paper in research conferences? Also would presenting paper in research conferences have impact to them?

Therefore the researcher was interested to conducting a research. The research entitled “The Impact of Presenting a Paper in Research Conferences for Students of English Education Department Universitas Muhammadiyah Yogyakarta”. Mainly the research was intended to explore, discover, and document the evidence related to the form of outcomes that EED UMY students have achieved from their paper presentation in research conferences. In precise, related to the benefits that can be achieved from presenting paper in research conferences and the possibility of impacts of having the presentation to students’ learning at EED UMY where the phenomenon found.

### **Research Question**

Based on the background of the research above, there are two main research questions to be answered in this research they are:

1. What are the benefits that can be achieved from presenting a paper in research conferences for students at EED UMY?
2. What are the impacts of presenting a paper in research conferences for students’ learning at EED UMY?

### **Objective of the Study**

Based on the research questions above, this research is intended to discover several objectives below they are:

1. To explore the benefits that can be achieved from presenting a paper in research conferences for students at EED UMY
2. To investigate the impact of presenting a paper in research conferences for students’ learning at EED UMY

## **Significance of the Research**

There are several parties that can also use this research. They are such as:

**Students.** This research can be used by students to increase their knowledge related to research conferences. Students can also know the benefit of presenting a research in research conferences as well as the impact of having the experience to their learning. This research can be such an external motivation for students to try new things for example through presenting research in research conference.

**Lecturers.** As mentor of student and stakeholder, lecturers can use this research to give student t such as an external motivation related to research activity. Lecturer also can use this research to be reference in making policy related to students' research conference presentation if necessary to be suggested to the students.

**Other researchers.** This research can be used by other researchers to support their research project. The researcher will also be very gratefull if this research can encourage other researchers to continue the study deeper. Hopefully this research can provide usefull information and actively contribute to the advancement of science.

## **Outline of the Research**

First chapter explains introduction including background, statement of the problem, objective of the research, research question, signification of the research and outline of the research. Second chapter contains literature review which will provide background information and theory related to the topic of this research.

Third chapter contains methodology including research design, population and sample, data collection method and data analysis. Fourth chapter contains the elaboration related to finding of investigation. This chapter is the main chapter of this research where the finding also will be discussed. Fifth chapter contains conclusion, implication and also suggestion for further study.