

Chapter One

Introduction

This chapter discusses the background of the study, the identification and the limitation of the study, the purpose of the research, the research questions, and the significance of the study. In this chapter, some theories that support the research are included. The discussion are in the following.

Background of the Study

Teaching and learning issues always attract people's attention in education field. According to Campbell and Oblinger (2007), one of ten important teaching and learning issues in education is selecting appropriate models and strategies for learning. The basic challenges which often come up among others are what the appropriate teaching method is, what the suitable teaching media are, and what the majority learning strategies used by students are. Those are only some examples of issues in education.

A teacher prepares the lesson plan before the class has started. The preparation makes teachers ready for unconditional condition which may happen in the class. If teachers fail to prepare their teaching method which has planned before, they should change the new method. The varieties of teaching methods make the teachers choose the suitable method to draw students' interest in learning. A long time ago, teachers used the traditional method in teaching, meaning that the teacher used the teacher – centered in teaching. Teacher is the only person who handles the class and also acts as

the person who gives an explanation to students. According to Richard (1986) as cited at Al Muhdor (2015) the teacher is the only source of knowledge and direction. Students only listen and make a note while teacher explained the lesson in front of the class.

In a non-traditional teaching, teacher uses different technique such as classroom oral presentation, jigsaw, debate, and panel discussion. In classroom oral presentation, teacher only talks about the topics which will discussed and about the point which will be focused on the topic. The students should learn the topics and present it orally in the classroom. According to Souillard and Kerr (1987) as cited in Petrus (2013), the classroom oral presentation may seem to be a limited activity, but it actually involves all the language skills and high levels of information processing at the cognitive level. The oral classroom presentation makes the students practice all the language skills. The classroom oral presentation also makes the students become independent and active because the students should ask questions as the audience and the presenter should answer the question well. Davies (2000) also stated, as cited in Al Muhdor (2015), that presentation in front of class can be one of the techniques that makes classroom condition alive and makes students active.

The English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY) applies the classroom oral presentation as the assignment in the classroom. There are several types of presentation used at

EED of UMY, such as the individual presentation and the small group presentation. Then, the challenges in each type of presentation are different. The students' challenges can be the preparation for the classroom oral presentation or the way to present in the classroom. Eventhough the students have challenges in the classroom oral presentation, they still do the oral presentation to complete the task from the teacher.

There are similar studies about classroom oral presentation at English Education Department of Universitas Muhammadiyah Yogyakarta. First, Astriani (2016) investigated students's attitude on the implementation of the presentation at EED of UMY. The second is the research from Ana (2016), which aimed to know the students' perception on presentation method at EED of UMY. The third is the research from Kusmawati (2016), which explored the strategies of EED students to prepare classroom presentation. The fourth is the research from Al Muhdor (2015), which identified the differences and the benefits of the individual and the group presentation at EED of UMY.

The previous studies identified the students' beliefs on the implementation of presentation technique, the student's perception toward the difficulties, the students' strategies to prepare classroom presentation, and the benefit of the presentation technique. Among all of the above, there have not been any research study on the students' strategies to solve the challenge faced in the classroom presentation. After reviewing the findings and the

suggestions of the previous studies, the researcher was eager to identify the students' strategies to face the challenges in the classroom oral presentation. Hence, the researcher explores the discussion from the previous study.

Identification and Limitation of the Problem

The researcher chooses this topic because almost every teacher at English Education Department of Universitas Muhammadiyah Yogyakarta implement presentation as assignment in the classroom. There are some types of presentation applied at EED of UMY, such as individual presentation and group presentation. As the student of EED UMY, the researcher has experiences in doing the presentation. The students have different challenges in doing the presentation in the classroom. First, some students are less confident in front of the class. Second, they lost the idea that they need to deliver while doing the presentation. The students forgot what they needed to say. Third, they are afraid and anxious to speak English in the classroom oral presentation. It makes the students not relaxed in doing oral presentation. The researcher faced those challenges since the first time doing the oral presentation in the classroom.

Based on those challenges, this research did not examine the correlation, benefit, function of the implementation presentation technique in EED of UMY. This research focused on identifying the challenges faced by the EED of UMY students and the students' strategies to handle the challenges in the classroom presentation based on the students' point of view.

The researcher collected the data from the answer of the participants on the interview.

The Purpose of the Research

The research has three objectives. First, the researcher wants to identify the implementation of classroom oral presentation at English Education Department of Universitas Muhammadiyah Yogyakarta. Second, the researcher wants to explore the students' challenges in classroom oral presentation at EED of UMY. The last, the researcher wants to investigate the students' strategies to face the challenges in classroom oral presentation at EED of UMY.

Research Questions

To meet the purpose of the study above, three questions are formulated. Here are the research questions:

1. How is the implementation of classroom oral presentation at English Education Department of Universitas Muhammadiyah Yogyakarta?
2. What are the students' challenges in classroom oral presentation at English Education Department of Universitas Muhammadiyah Yogyakarta?
3. What are the student's strategies to face the challenges in classroom oral presentation at English Education Department of Universitas Muhammadiyah Yogyakarta?

Significance of the Study

The research is expected to provide benefits in many aspects. The benefits in a few aspects are :

For the researcher. As the researcher is a future teacher, the result of the study became the reference on the use of presentation technique in learning English. The study also gives information about the implementation of the classroom presentation. In addition, after knowing students' strategies to face the challenges in classroom presentation, the researcher can prepare the strategy to help the students if later the researcher become a teacher.

For the students. The students who read the research will get knowledge about the students' challenges and the strategies in classroom oral presentation. This research will give the students idea how to improve their preparation before classroom oral presentation. Hence, the students can prepare the classroom oral presentation better and prevent the challenges in doing oral presentation.

For the teachers. As the one who applies the classroom oral presentation in learning English, the teachers can use this study as their evaluation. This research helps the teacher know what the students' challenges in the classroom oral presentation. Therefore, the teacher can find another way to facilitate and help the students in doing oral presentation.

For other researchers. The other researchers who read this research can get benefit to conduct the other research in the same topic. This research

gives information about classroom oral presentation. The other researchers can get idea to explore more about classroom oral presentation, such as explore the audience in classroom oral presentation. Also the other researchers can conduct a research by using different method with more participants.