

Chapter Two

Literature Review

This chapter consists of three parts. The first is literature review, and the second is conceptual framework. Literature review consists of speaking skill, presentation as learning activity, and preparation in presentation. The second part is review of related study containing some prior studies used by the researcher to support this research. The last discussion is the conceptual framework.

Speaking Skill

In this part, the researcher discusses speaking skill. There are three points in this part. The first is about definition of speaking. The second is about the importance of speaking. The third is about the kinds of speaking activities. The explanations are presented below:

Definition of speaking. The definition of speaking can be defined based on many aspects. Nazara (2011) defined speaking based on its features, its functions, and its conditions. Based on its features, speaking is social and multi-sensory activity. Speaking is social activity means that it is cooperatively constructed centered on contributions, assumptions, expectations, and interpretations of the peoples' utterances. Speaking is also mentioned as multi-sensory activity, because it involves paralinguistic features such as eye-contact, facial expressions, body languages, speeds, pauses, voice quality, and pitch difference giving effect while conversational happened. In addition, based on its functions, speaking can be defined as the verbal communication for mostly interpersonal and transactional purposes. According to Torkey (2006),

“Transactional purpose of speaking is that language is used primarily for communicating information” (p. 14). Furthermore, Torkey explained that based on the conditions when it takes place, speaking usually happens when people are face-to-face which makes it highly interactional and social. Although speaking does not happen only in face-to-face activity, it happens in a small group of people with a minimum of two.

According to Boonkit (2010), “Speaking is one of the four macro language skills (reading, writing, listening), to improve the effective communication in first and second language context” (p. 1306). Speaking helps the people to have good verbal communication. This skill deserves more attention both in first and second language. Moreover, Ashour (2014) stated that speaking deserves more attention from the first and second languages. It is the productive skill in which the people produce words and sentences in spoken words. Furthermore, Torkey (2006) defined speaking as an interactive process of constructing meaning that engages producing, receiving, and processing information. Speaking does not only produce words by words, but it also helps to produce the meaning of phrases and clauses. When speakers produce words and sounds, they share information, feelings, and opinions with others. From those definitions, it can be concluded that speaking is considered as the tool to have effective communication in verbal language.

Ivančić and Mandić (2014) divided the ability to speak in a foreign language into two categories; spoken interaction and spoken production. Spoken interaction is an ability to interact with other speakers, whether native or non-native speakers of the language. It includes the ability to listen, understand the message, and produce response relevant to the topic. Furthermore, spoken

production does not include other speakers to interact, only a single person who is talking. This usually refers to presentation, classroom learning, or any form of public speech. Ashour (2014) added that speaking requires learners to learn how to produce linguistic competence, for example grammar, pronunciation, and vocabulary.

The importance of speaking. Speaking is one of the most important skills needs to be mastered in learning a language. Boonkit (2010) said that from all the four macro language skills, speaking is the most important skill required for communication. According to Ashour (2014), “Many language learners think that speaking skill is the measure of language proficiency” (p. 39). Considering speaking as the measurement of language proficiency, many learners assess their language achievement in fluency of spoken communication. Ashour also mentioned some of the importance of speaking skill. Speaking enables students to speak up and express their ideas. Ranson (2000) stated that speaking skill provides the speakers to share idea with others and manage to understand, and respect their own opinion. Along with Griffin (2008), speaking to the other people gives speakers the power to influence and figure their decisions.

Additionally, mastering speaking skill helps the speaker to gain the attention of the audience and convey the message for the audiences. In the real life communication, speaking skill is also important in career succes. Ashour (2014) stated that mastery speaking skill enhances opportunities for travelling, getting promotion, getting scholarship, and attending conferences and or international meetings. Zaremba (2006) mentioned that study speaking skills usually placed

ahead of work experience, motivation, and academic qualifications as criteria for new recruitment for employment.

Kinds of speaking activity. Giving students variety of activities to improve students' speaking skill is necessary. There are several speaking activities in the classroom. Harmer (2001) mentioned the activities supporting teaching speaking are role-play, discussion, and presentation. The explanation of each speaking activity is presented below:

Discussion. Discussion is an activity naturally happened in teaching and learning process. Thornbury (2005) asserted that discussion happened in the classroom spontaneously when the students unconsciously talk over the topics with the classmates. Ashour (2014) mentioned that discussion aims to involve students in the process of learning. It gives chance for students to demonstrate, explore, and give contribution in the class activity. Therefore, conducting discussion as a speaking activity in the classroom makes students directly learn to demonstrate their speaking skill.

Role-play. Role play is one of popular activities in communicative language-teaching classes. According to Brown (2004), "Role play is activity that frees students to be creative in their linguistic output" (p. 174). Moreover, role play allows student to practice the language in which students can map out what they are going to say. Brown (2004) also said that role play has the effect of lowering anxieties, even for a few moments, they can look on the others' performance. Ashour (2014) defined role play as a social or human activity in which participants take on and act with specified roles; the specified roles are involved in a scenario. The scenario given by the teacher is used as the reference

for the students to act. Harmer (2001) explained that in role-play activity, the teacher provides information to the learners such as what character they are going to act. Harmer (2001) also said that in doing role-play, learners take on the role of a different character and express their feeling they do not necessarily share. It can be used to encourage general fluency or to train students for specific situation, especially where they are studying English for specific purpose (ESP).

Presentation. Brook and Wilson (2014) stated that presentation is an activity which can improve students' communication ability. Presentation allows students to practice language in order to develop students' language proficiency. Živković (2014) agreed with Brook and Wilson that presentation encourages foreign language learners to have in depth practice in using the language, and it is the best way to practice students' communication ability. Furthermore, conducting presentation as learning activity in the classroom encourages students to be more creative and interactive in using the language. Al-Qubtan and Al-Issa (2010) mentioned that presentation is also an activity that encourages students to practice the target language more creatively, purposively, and interactively in the teaching and learning process.

Presentation as Learning Activity

There are two major discussions in this part. The first is definition of presentation. The second is the importance of presentation activity. The explanations are presented below:

Definition of presentation. Presentation is communication to deliver the ideas in front of the audiences. It is one way communication. Lucas (2009) said

that presentation is the way to share the ideas to the other people. In doing presentation, the presenter does not only talking about the material in front of people, but the presenter also makes the audiences understand what he or she is saying. Presentation has many similarities with daily conversation, but the differences between them are very apparent. Lucas stated that there are many similarities between presentation and conversation, but presentation is different from conversation. Presentation imposes strict time limitation and requires more detailed preparation than daily conversation; it requires more formal languages; and it demands a different method of delivery. In presentation, there are a lot of things which should be thought compared to daily conversation. It is because the presenter will stand in front of the people, and they will talk to the audiences in formal situation. Based on the definitions of speaking above, it can be concluded that conversation belongs to spoken interaction and presentation is spoken production.

The importance of presentation. Presentation gives benefits to many fields. Rarick (2010) mentioned that presentation skills are the key for professional success in most fields; it is required the presenters ability to think quickly, answer the questions spontaneously, use technology and involve the audience effectively. Moreover, presentation offers the presenters to have an opportunity to make a difference in something they care about. It is because presentation is the way to express the ideas.

According to Morley (2006), “Oral presentation skills are essential for employability and true academic study as they lead students to enter into debate and sustained reasoning” (as cited in Zivkovic, 2014, p. 468). Presentation also

encourages students to share their opinion. Oral presentations enable students to practice full in the learning process, demonstrate their communication ability, and help students to develop competencies of their future working places.

In educational field, presentation gives opportunity to improve students' communication skills and gives value to students to plan the presentation. According to Rarick (2010), "Presentation is not an occasion to lecture a captive audience but the opportunity to explore students' capability to convey the information and gives an opportunity to the students to teach, inform, persuade, and learn" (p. 68). Oral presentation is required to be taught in every learning process as it leads the students to learn how to interact and express their ideas in the society. The presentation can be the effective method to build students' confidence to communicate with other people. Summarizing Brook and Wilson (2014), the importance of presentations are it encourages students to become active and autonomous learners; it requires all of four language skills; it is important to be applied inside or outside classroom; and it improves students' motivation to learn language.

In conducting the presentation, students have to think about the consideration required to get the effective and successful presentation. Rarick (2010) stated that the skills that are required to get successful presentation are effective time management, careful research and preparation, effective use of rhetorical strategies, and awareness of their audience.

Nikitina (2011) mentioned some factors determining the success of presentation which are the topic of presentation, the attitude of the audiences, the quality of materials and resources, and the length of the speech. However, the

most important factors depend on the three parts of presentation: preparation, practice, and performance. Preparation is the process in which the presenters prepare everything before the presentation. There are many aspects the presenters need to prepare before doing the presentation. In doing preparation, the presenters should prepare visual aids, the topics and materials, the information about the audiences, and the method that will be used. To help the presenter ready to present in front of the audiences, it is better for presenter to practice before the actual presentation. It aims to minimize the errors in doing the presentation. It is required the presenters to practice the presentation a couple of time. The presenters can practice alone or practice in front of the other people. The benefits of conducting practice are it allows the presenter to discover awkward phrase and tongue-twisters that are hard to notice when the presenter first write the speech; it reduces nervousness; it helps to transform anxiety into excitement on the day of the presentation; and it helps the presenter to manage presentation duration.

Lucas (2009) argued that practicing the presentation is to make sure that the presentation is neither too long nor too short. After doing the practice, presenter is ready to give presentation. Presenter should be prepared on everything for the presentation including the materials, visual aids, the body language, and everything that audiences look over the presenter. The effect of the preparation is the way the presenters' performance in the day of preparation. The outcome of the presentation is determined by the preparation before. Nikitina (2011) mentioned that the outcome of the presentation is largely predetermined by the preparation. The way presenters perform in front of the audiences is reflected by the effort of the preparation.

Preparation of Presentation

The researcher elaborates the preparation of presentation in this part. It contains the importance of preparation, the ways in preparing the presentation, benefits of preparing the presentation, and difficulties in preparing the presentation. The explanations are presented below:

The importance of preparation. Preparation is the important factor for the presenters to be able to perform well in front of the audiences. According to Lucas (2009), "Prepare the speech so thoroughly that you cannot help but be success" (p. 94). It means that the preparation makes the presenters look ready to give presentation and be success in doing it. Without any preparation, the presenters will never deliver a good presentation. Nikitina (2011) said that the most experienced presenters always prepared their presentation, and they will never give performance in front of the audiences without any preparation. The most experienced presenters think that presentation preparation is their credibility. Rarick (2010) stated that if the presenters have done all the preparatory steps, they will be well aware on the day of the presentation; they know what and how to present; and the audiences will know what to listen for and what to ask.

The ways in preparing presentation. There are some elements which need to be considered in doing the preparation of presentation. Lucas (2009) stated that there are preparation for getting started and organizing and outlining the speech. The explanations are presented below:

Preparation for getting started. Preparation for getting started is the preparation in which the presenters prepare everything before the presentation

including selecting the topic and purpose, analyzing the audiences, gathering the materials, and searching for supporting idea. To begin the presentation, the presenters should set the main topic of the presentation. In teaching and learning process, topics of presentation are actually chosen based on appropriate materials of the course.

After choosing the topic of presentation, the presenters should analyze the audience. It is related to the people who would attend the presentation. This is important to do, because it helps the presenters to discuss an appropriate topic with the audiences. Mandel (2000) said that the first step in planning the presentation is analyzing the audiences. Mandel also stated that presenters should analyze to whom they give the presentation, what the presenters want the audiences know, and what is the effective way to give the presentation to the audience. Mandel also mentioned five points to be considered in analyzing the audiences including needs, attitudes, knowledge level, environment, and demographic information.

Before doing presentation, presenters have to gather the materials. Presenter should look for the reference related to the topic as supporting idea. In academic presentation, what presenters say is based on the reference and expert. It helps the presenters to have strong opinion by providing the supporting idea. Lucas (2009) explained that the presenters need to have strong supporting ideas to reinforce presenters' opinion. The use of the supporting ideas also gives the difference between good and poor presentation.

Organizing and outlining the speech. Some of the presenters might be confused to start the presentation. To help the presenters bring the subject in front

of the audiences, the presenters better organize and outline the speech. First of all, presenters need to organize the body of the speech. Organizing the body of the speech helps presenters to have clear and specify the topic. There are three basic parts of presentation which are introduction, body, and conclusion. Moreover, according to Lucas (2009), “Listeners who heard the well-organized speech believed the presenter to be much more competent and trustworthy than did those who heard the scrambled speech” (p. 166). The listeners can value the presenters’ competency by the way the presenters deliver the subject. The bad speech makes the audiences think that the presenters are not really competent about the subject.

For the beginning of the presentation, the first impression is important. Lucas (2009) stated that a poor beginning may so distract listeners that the presenter can never fully recover. The presenters should give good introduction to get the audiences’ attention. Moreover, the end of the presentation is also the impression. This is why the presentation needs the strong introduction and conclusion.

There are two objectives of the conclusion; let the audience know that the presentation is going to finish and reinforce the central idea. Besides that, presenters also need to outline the presentation. This is an essential thing to do in order to perform effective presentations. Outlining the presentation allows the presenters to see the complete scope and content of the presentation. An outline helps the presenters to make all of the related items are together, that ideas flow from one to another, that the structure of the presentations will be good or not.

Benefits in preparing presentation. Students’ experience of creating and delivering foreign language presentation give the contribution for the students to

get the effective class presentation. Many people especially the students might find the methods to overcome their fears in doing presentation and learn how to handle their anxieties. Nikitina (2011) said that preparation and planning will help the presenters to reduce nervousness and appear more confident and knowledgeable to the listeners. The preparation of presentation is such medicine for the presenters to reduce nervousness so they can perform confidently. The presenters will speak more confidently if they are well prepared. In line with Witt, Roberts, and Behnke (2006) who stated that the negative feelings such as depress, nervous and anxiety, and any other are experienced during the days of preparation up to a speech, the presenters will be more depressed if they are not enough prepared for presentation. Preparation of presentation provides chance to presenters to get successful presentation. Lucas (2009) stated that the successful presentation depends on the presenters' personal credibility, knowledge of the subject, preparation of the speech, manner of speaking, sensitivity to the audiences, and the occasion. Well prepared speech will enhance the credibility and ease the audience to understand the subject. It is related to the topic discussed in the presentation. When the presenters are well prepared, they can explain the material fluently and make audiences understand the point of the presentation. The audiences' understanding is the reflection of the presenters' preparation to deliver the presentation.

Difficulties in preparing presentation. From all of the benefits, sometimes presenters face some difficulties in preparing the presentation. One of the difficulties in preparing a presentation is finding appropriate materials. Lucas (2009) proposed that as the presenters, they need to learn about the topic of

presentation; they need to formulate central idea and to find accurate information or resources. In conducting the presentation, the presenters need to find appropriate sources that can support their presentation. According to Rarick (2010), the teachers should verify that the presenters are using accurate sources of the topic. Rarick added that presenters should formulate the topic with accurate information in order to develop materials to steer presenters away from unmanageable topics. This is one big challenge for the presenters to find the accurate material for the topic of presentation especially the topic they do not really comprehend with. Lucas (2009) pointed out, “The skillful use of supporting materials often makes the differences between a poor presentation and a good one” (p. 142).

The other difficulty in preparing the presentation is to create good visual aids. The presenters should prepare the visual aid such as power point. They should make the visual aid interesting and easy to understand. Lucas (2009) argued that before doing the presentation, the presenters have to prepare the visual aid well. Lucas also mentioned two advantages of creating good visual aids. First, the presenters have the time and resources to devise creative and attractive aid. Second, presenters can use it during the presentation to draw audiences focus on the presentation. Lucas also commended that the visual aids are effective only when the presenters can integrate the visual with materials. According to Lucas, there are some requires in creating good visual aid. First, keep visual aids simple, clear, and to the point. The visual aids contain enough information to show the presenters’ point and do not too much. Second, visual aids are large enough. The size of visual aids is encountered. Make sure that the visual aids can be seen by all

of the audiences in the room. Third, visual aids should be easy to read. In visual aids, use the font that can be easily read and not distract audiences' attention. Fourth, the presenter should limit the number of fonts in visual aid. Using the varieties of fonts in visual aids can be distracting, it is good to use no more than two types of font. Fifth, when creating visual aids, presenters choose the good combination of the colors. Also do not use too many colors in one visual aid.

Previous Study

There are numerous studies done by other researchers in the similar field with this research. They were used as references for this research. The first study is from Tuan and Neomy (2007) with the title "Investigating Group Planning in Preparation for Oral Presentations in an EFL class in Vietnam. The study was conducted to analyze students' preparation for presentation in group planning. In this study, the learners worked in a small group preparing for oral presentation. At the end of the planning time, two learners from each group were randomly chosen to give individual presentations. The study found that group planning dealt with the content rather than the language of presentations. The study showed the result that all students in group planning spent most of the time in gathering the materials and ideas for the individual presentation.

The second study was conducted by King (2002) with the title "Preparing EFL Learners for Oral Presentations". This research was conducted in Soochow University, Taiwan. This research was developed in oral presentation activity for sophomore listening and speaking classes. Each class involved forty-five students from five or more departments. It took one year course for all majors. The finding of the research is that oral presentation can be a beneficial and enjoyable activity in

classroom when it was conducted with structured planning and preparation. This study was conducted to train students to be confident in doing presentation in public.

The third study was conducted by Abdi, Eslami, and Zahedi (2012) with title (The Important of Pre-Task Planning on the Fluency and Accuracy of Iranian EFL Learners' Oral Performance". The study conducted at Islamic Azad University, Maragheh Branch. The design of the study was quasi-experimental with an experimental group and a control one. The study conducted to investigate the impact of pre-task planning (PTP) on the fluency and accuracy of 40 Iranian EFL learners. The result of this study was the researchers found that learners' oral performance was improved through the PTP. This study also found that the learners may notice their problems and try to correct them in their actual performance by having PTP. The planning time affect students' fluency significantly, but it is not statistically affected the accuracy.

All of the previous studies were used as the references for this research. There are some differences between the three previous studies with this research. The first previous study is about the group planning preparation in EFL class. The second previous study concerned on preparing the learners on how to be confident in public presentation. The third study was concerned on the Pre-Task Planning impact the students' oral performance. Besides that, this study focuses on the preparation of presentation in EFL classroom activity.

Conceptual Framework

Speaking is one of the important language skills which needs to be mastered by students. Boonkit (2010) argued that speaking is one of four macro language skills that can develop students' communication ability. To develop students' speaking skill, teachers should have several activities in teaching and learning process. According Harmer (2001), there are three activities that can help students to increase speaking skill or example discussion, role-play, and presentation.

Presentation is one of activities which can provide students in depth practice of language. Živković (2014) argued that presentation encourages foreign language learners to have in depth practice of language, and it is the best way to practice students' communication ability. It is an activity to express the ideas in front of the audiences, and it is one way communication. Conducting presentation activity in the classroom gives chance for students to demonstrate their idea and use the language creatively and interactively.

Before doing presentation, presenters are suggested to do preparation. The preparation of presentation makes the presenters ready to give presentation and be success in doing it. Without any preparation, the presenters will never perform good presentation. The elements to be considered in preparing the presentation are the direction of the presentation, preparation for getting started, and organizing and outlining the speech. The things that should be prepared in preparation for getting started are selecting a topic and a purpose, analyzing the audience, gathering materials, and supporting the ideas. In organizing speech, presenters think about how to organize the introduction, body of the speech, and the

conclusion. Outlining the speech means that presenters see the complete scope and content of the presentation. It helps the presenters to make all of the related items in presentation are together.

There are benefits and difficulties in preparation of presentation. The benefits of the preparations of presentation are the presenters can perform in confident way, and they can reduce their fear and nervousness. Niktina (2010) stated that preparation and planning will help the presenters to reduce nervousness and appear more confident and knowledgeable to the listeners. Preparation of presentation also provides chance to presenters to get successful presentation. On the other hand, there are some difficulties for the presenters in preparing the presentation. The presenters should have appropriate information with the topic and they have to learn more about it. The other difficulty is the presenters have to prepare a good visual aid. Finally, the conceptual framework of this research can be figured out below:

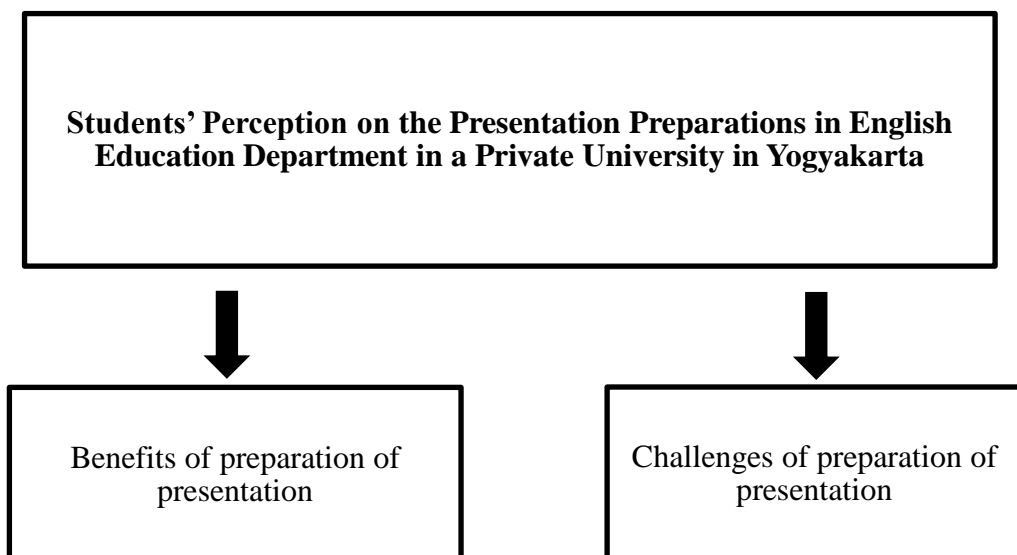


Figure 1. Conceptual Framework