

Chapter One

Introduction

In this chapter, the researcher explains the introduction of the study. First, the researcher explains the background of the study. Then, it is followed by the statement of the problems. Next, the researcher states the research questions. This is followed by the purposes of the study. Last, the chapter presents the significance of the study.

Background of the Study

The lecturer who wants to teach in the classroom should understand kind of method that can be applied in the class. They should find the appropriate method to teach their students. According to Harizaj (2015), in the teaching activity, the lecturer should understand detail of appropriate teaching methods, the strengths and weaknesses of each method, and the purpose of each method which can be used in their teaching and learning process. The lecturer needs to have the knowledge about kind of method used in teaching and learning process. They must know that the various methods of teaching can be suitable for the certain focus of teaching. For instance, when the focus of teaching is topic mastery and gain student's speaking ability, then the lecturer could use oral presentation method of their teaching program.

Taking into account the importance of developing EFL skills, it is vital to determine the most useful techniques and activities which can help EFL student

improving skills in speaking and understanding the topic. In order to do that, the lecturer may use oral presentation activities. Celce-Murcia (2001) believed that oral presentation is an activity which improves student's capability in mastering the topic and speaking ability. Additionally, Brooks and Wilson (2014) said that the students' language skills in sharing ideas may be developed if the teachers use presentation in classroom. They argued that the oral presentations can enhance speaking skill in English classrooms since the learners will be able to listen to others' presentations and measure the students' understanding since the presentation topic needs to be delivered by their own way. Oral presentation is very popular in educational field. According to Petrus (2013), one type of assessment commonly used to university students is oral presentation; it is delivering certain topic to the audience. In an oral presentation, one or more students whether as an individual or as a group presentation explain a topic given by the lecturer to the audiences. The audiences then join a discussion of the topic by giving question and feedback.

Oral presentation activities provide an opportunity for the learners to develop their speaking skills. According to King (2002), presentation is an effective activity that has been broadly adopted by English Foreign Language conversation teachers to promote students' oral proficiency. The process of students presenting in front of the classroom provides them an activity to practice their speaking skills. In long term context, oral presentation could help student to express their opinions and ideas in front of audiences more confidently. It will build confident personality to face their career later. Supported by King (2002),

“presentation, if properly guided and organized, provide a learning experience and teach lifelong skills that will be beneficial to learners in all school subjects and in their careers later” (p. 402).

Based on the researcher’s preliminary observation by asking direct question to the student in various backgrounds and department in one of private universities in Yogyakarta, it is found that oral presentation used in various department. The departments usually use oral presentation to gain the students’ understanding about the topic and the material. It is usually also beneficial to be an assessment to the student in final project of the courses. Those departments use presentation in several ways. It depends on the lecturer’s will. That is what makes differentiates problem in one department to another department. For instance, when engineering student should present the presentation, they might have difficulties in presenting and elaborating the formula. On the other hand, the problems faced by EFL students are quite more challenging. The first problem is usually they must understand the material and master it, even it is written in English. For EFL students, they must understand the sentence to master the topic. The second problem is EFL students should deliver the presentation using English. Delivering the presentation using target language is a thing that other department rarely use this method. That is one of the problems faced by EFL students.

Oral presentation has been implemented in English Language Education Department (ELED) in one private university in Yogyakarta. The lecturers usually use oral presentation to measure students’ speaking ability. The lecturers is use

oral presentation with a purpose to promote students' speaking skill. Supported by Nadia (2013), teachers could use oral presentation as a technique to encourage students to speak. According to Zaine (2015), presentation is a way for students to speak in public; presentation makes students speak louder and explain the slides for the audiences. They can speak more using the target language in the classroom. Those practicing opportunities have a major effect to them to make students speak English fluently. The lecturer gives them the opportunity to use English language freely, to make mistakes, and to learn from those mistakes. Thus, it can be concluded that presentation creates student to have many opportunities to speak.

Furthermore, based on the researcher's preliminary observation at ELED, this department still continuously uses the presentation techniques as their teaching and learning method. The lecturers in this department require the students to do a presentation starting from the first semester to the seventh semester. There are courses utilizing the presentation technique in the teaching and learning activity. Those courses are Listening and Speaking for Formal Setting, Listening and Speaking for Academic Purposes, Listening and Speaking for Daily Conversation, Listening and Speaking for Career Development, Capita Selecta On Grammar 4, Principles of Teaching and Learning, Second Language Acquisition, Teaching English As Foreign Language, Material Design, Language Research, Research Methodology, and Academic Presentation. There are many courses applying presentation in the first-year semester; there are Listening and Speaking for Formal Setting, For Academic Purpose, For Daily Conversation, and

For Career Development. Therefore, freshmen must be ready to do an oral presentation. As the college students, they have to be ready to conduct presentation on their own whether they have experienced the presentation or not.

On the other hand, when students presented a presentation in the class, sometimes the student have a problem to deliver the idea of presentation. It might be caused by their difficulties in the presentation. Based on the researcher's observation in the class, the researcher experienced, and the researcher's preliminary observation interviewing some students, those difficulties are usually fearing to speak in front of public, having less confidence, having nervousness, and having lack of vocabulary. It is probably because they are in their first-year or any other reason. First-year student might have some new ideas or information that is pretty good to present, but most students are not confident enough to deliver their ideas. The students feel that they are lack exercise in speaking English, so they are afraid of making any mistakes. Additionally, students are afraid if they use grammar and pronunciation incorrectly. Generally, they prefer to choose to be silent and keep their ideas and opinions for themselves to share their opinion or ideas in front of people.

Based on the background, oral presentation provides an opportunity to make the lecturers and students meet their learning goal. Oral presentation provides a better understanding about the topic of material. That makes oral presentation become popular in high education field. Despite the difficulties might be faced by students, this method really helps the student to gain their confidence to present their ideas in front of the class. It is also helpful to the EFL student in ELED. EFL

students at ELED have more challenges to do oral presentation, one of them is they should deliver the presentation using the target language. The presentation could help them to train their ability in speaking the target language. Therefore, this research presents a study of freshmen's difficulties and strategies in doing English oral presentation at ELED of a private university in Yogyakarta. The researcher conducted this study to know the problems or difficulties of English oral presentation experienced by freshmen and the strategies they did to reduce or solve their problems in oral presentation.

Statement of the Problem

The researcher chose this topic because the lecturers at ELED prefer oral presentation to other methods to be their learning method to accomplish the learning goal. There are two types of presentation commonly used at ELED, namely individual and group presentation. Both types of presentations have an advantages and disadvantages. On the other hand, for the students, they will meet various difficulties in doing the presentation. Especially freshmen, they will have many difficulties to do that. The students have different challenges in doing the presentation. First, some students are unconfident to speak in front of the class. Second, they are losing the idea that they need to deliver while doing the presentation. The students sometimes forget what they need 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. Based on those challenges, this research only focuses on finding out the difficulties faced by the freshmen of English Language Education Department and the freshmen's strategies to

overcome the difficulties in the oral presentation according to their perception.

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

Research Questions

Based on the theoretical background and issues above, the researcher formulated two research questions presented below:

1. What are the difficulties of doing English oral presentation at English Language Education Department based on the freshmen's perception?
2. What are the strategies used by the freshmen of English Language Education Department to overcome the difficulties of doing English oral presentation?

Research Objectives

Based on the research questions, the purposes of this study can be formulated as follows:

1. To investigate the difficulties of doing English oral presentation at English Language Education Department based on the freshmen's perception.
2. To discuss the strategies used by the freshmen to overcome the difficulties in doing oral presentation at English Language Education Department.

Significance of The Study

This research is expected to provide many benefits in various aspects. This study is expectantly hoped to give a valuable contribution for lecturers, students, the researcher, and other researchers. The explanations are presented below:

For the lecturers. As the one who utilise oral presentation in the learning process, the lecturer must be the one who could use this study as their evaluation. By knowing the student's difficulties and the strategies, this research helps the lecturer to find ways to guide the students in accomplishing their learning goal through effective oral presentation revealed by freshmen at English Language Education Department.

For the ELED students. By knowing the students' difficulties of oral presentation, the researcher hopes that this research can be used by students to give the knowledge about the difficulties of oral presentation. By knowing the strategies of oral presentation, this research will give the students idea on how to overcome the difficulties in doing the presentation. Hence, the students can prepare maximally before doing the oral presentation.

For other researchers. By providing the students' difficulties and the strategies in doing oral presentation, this research could be a reference for the other researchers who want to conduct the same research. This research can be a reference for further researchers as it provides a literature about students' strategies to prepare presentation. The results of the study might give the researchers ideas to carry out similar research more widely.