Chapter Two

Literature Review

This chapter discusses the theories that serve as the basis of the discussion. The purpose of this chapter is to give deep understanding about the topic of the research. This chapter consists of the definition of student perception, oral presentation, English oral presentation at ELED, difficulties of presentation, strategies of presentation, and the review of related studies. The last part of this chapter is conceptual framework.

Students' Perception

Student plays an important role in teaching and learning process. Student can influence teaching process both as the object and the subject of education. As an object, students will accept the information of the course given by the lecturer. Students obtain all the knowledge given by the lectures. In addition, as a subject, student could give beneficial information to the learning process. Student also could provide useful information by sharing their perception of the course. They will provide useful information to make an affective course based on the students' views. According to Henry (2008), perception is person's opinion of the experience the view side information. The perception is more about the persons' judgement of the topic issues. It is started by absorbing information about oral presentation the experience and the feeling, combining their opinion in various ways to a form of perception. The process of perception is filtering information and enlarging the information. Additionally, Opitz and Tuft (2010) stated that people perceptions as the activity of add and short the information to get the

perception. People make perception when they are actively taking in all the meaningful information.

Students' perception about something might affect their behavior to environment, regarding how the environment gives perceptual about them. It is supported by Petrus (2013) who stated that perception consists of the direct acquisition of information from the environment. The meaning is what information that people acquire from the environments becomes the form of perception. Thus, students' perception comes from happened in the environment, and it will affect their judgement and thinking. Furthermore, this research needed students' perception as the source of information. Their perception is useful to give the opinion, belief, and thinking about the use of oral presentation at ELED in private university in Yogyakarta.

Oral Presentation

In this sub-chapter, the researcher intends to elaborate oral presentation. There are two main discussions explained in this part. The contents discussed are about definition of oral presentation and types of oral presentation. The explanations are presented below:

Definition of oral presentation. This part shows the definition of oral presentation which has become the basis of this study. According to Rajoo (as cited in Sivadjati, 2016), oral presentation or public speaking is a part of communication use to transfer some ideas, material, and message to the group of people. Additionally, Sundrarajun and Kiely (as cited in Aryadoust, 2015) found

that oral presentations are supposed as multimodal communication. Students often plan a written handwriting of the presentation and change it into to slides that include images, text, and sound. Through the delivery, students participate in communication through several modes of verbal and non-verbal communication. Therefore, presentation can be summarized as a way to transfer some ideas to a group of people. The presentation can be delivered by any multimedia helping audience to have clearly understanding about the topic.

There are advantages in doing an oral presentation. The first advantage is the students could share their knowledge as much as they have. Students are free to give what they know about the topic given by the lecturer. It is supported by Kusmawati (2016) who stated that presentation is a chance for students to explain their knowledge of a topic to the others. Moreover, Hamm and Dunbar (2005) said that the students will learn about certain issues in the course and deliver what the students learned to the audience, so the audience will understand the topic given.

Types of presentation. According to Yang (2010), there are two types of presentation classified based on the number of presenters in one presentation. Those are individual presentation and group presentation. The definition of individual presentation is when the teacher asks the students to do the presentation individually. The number of presenters of individual presentation is one presenter. The advantages of the individual presentation is the student will force to be an independence learner. The students must find the material and also prepare the presentation by themselves. Furthermore, they should make the presentation fits

with their personality, so that they could enjoy their presentation. Moreover, Yang stated that other type of presentation is a group presentation. This type is different from the first type in number of presenters they have. Group presentation has two or more students as the presenters. The lecturers usually ask the students to divide into some groups consisting of two or more students in each group.

In addition, Chiver (2007) found that there are four types of presentation based on the purpose of the presentation. Those are teaching and learning, informing presentation, and assessment presentation. According to Chiver, the purpose of doing teaching and learning presentation is to teach and learn the audience. It means that in doing teaching and learning presentation, the presenters do not only share their knowledge, but they also teach the audiences to understand the topic. This can involve knowledge that extends to how the topic has been previously been taught by the presenter. The other type of presentation based on its purpose is informing presentation. Chiver stated that the meaning of informing can be seen as same as teaching, but the purpose of this type of presentation is to communicate the information largely. It means that in doing teaching and learning presentation, the presenters do not only share their knowledge, but they also teach the audiences to understand the topic. The informing presentation should be delivered briefly and clearly to make the audience get the information given by the presenters. The last type of presentation based on its purpose is assessment presentation. This type of presentation designed to assess or measure student's skill. Typically, speaking skill is the commonly skill scored by oral presentation. Chiver stated that sometimes lecturers conduct oral presentation to provide an

opportunity for student to practice and develop student's presentation skills, but they ignore the quality their presentation. It can influence students to extract from non-assessed presentations or use a minimum of effort for such events, seeing them as less important for their learning and achievement. Thus, if the focus is on score than experience gained, it may influence some tutors to only use assessment presentations.

English Oral Presentation in ELED

Oral presentation is implemented at ELED in one of universities in Yogyakarta as a learning method to measure the students' speaking ability and the students' understanding. There are several subjects or courses using an oral presentation as the learning method or even the assessment. The implementation of oral presentation at ELED is that oral presentation conducted by students whether in group or individually; each student becomes a member of a group consisting of 3 up to 5 students. They are given some 7 minutes by lecturer to present their topic to the audience of 30-40 students and the lecturer as a facilitator. This strategy is done to give such a good experience to students to improve their speaking skills in class. This method is useful for the student since they have a very good learning experience. At the end of oral presentation, the speakers give their audience opportunity to ask about things that are not clear to them. The speakers answer them to complete their work (Chivers & Shollbred, 2007).

Moreover, Aryadoust (2015) explored that oral presentations raise students' educational and character development. When students are required to

line up their performance to a set of specifications in an academic context, their effective presentation is considered by their peers as readiness to involve in and contribute to academic public dialog uses. Lecturers usually give a set of scores when student deliver presentation called the assessment criteria. Before they started, the criteria for the presentation were given. Oral presentation evaluation form was done during the students were presenting.

The Difficulties of English Oral Presentation

The students might have difficulties and problems in delivering an oral presentation. Difficulties of oral presentation sometimes come from student itself. It is supported by Sivadjati (2016) who stated that student might experience the barrier to do an oral presentation which is from inside of the student.

The first difficulty is students get difficulty in understanding the topic given by the lecturer. Tuan and Mai (2015) said that one of the difficulties for learners to do oral presentation is that they do not familiar with the topic given by the teachers; it will make students confuse to understand the topic, because they do not have sufficient knowledge about the topic. It means that students will not have the idea when they should deliver the topic that they are not familiar with. It makes the students face the difficulties to make an effective presentation. Learning a new thing for the students is difficult to do. Students need guidance when they first learn something, choose an interesting topic that fit in the student personality.

The second difficulty is related to grammatical problem. For some students, grammar is really challenging, since they have to think what a correct way to pronounce a word. They also think is he sentence that they say already correct or not. Some students are too afraid to make any mistake of the grammar. They have to avoid and minimize making grammatical error which in many cases it just makes the student scared. Additionally, Thornbury and Slade (2007) said that one of the students' problems in speaking is transferring L1 into L2 which was done manually. Therefore, it will make the presenter has another problem in constructing a good sentence with correct grammar or vocabulary, because the presenter needs to think twice about the grammar rule.

The third problem is less confident. Confidence is commonly assumed as the biggest factor to dealing with presentation. Students usually face this difficulty before they do oral presentation. When the student is less of confidence, they will feel nervous and anxious. Nervousness is a major challenge causing challenge in conducting presentation (King, 2002). Additionally, El Enein (2011) pointed out that most of the students were very nervous in presenting in public. To speak in front of the class, students need to be careless to other people. Many students are too afraid to speak in front of people, because they are worried about the audiences' opinion about their presentation.

The fourth is time problem. According to Tuan and Mai (2015), in doing oral presentation, some students also face time problem. Presentation usually takes 7-10 minutes to present their topi; some students usually do not use the time wisely. Thus, they have to do presentation really quick or even take more than the

time given. There are disadvantages when student present presentation too much, they will lose the audiences' focus, and they will talk far from the main ideas. Present a presentation needs a time management to make the presentation effective.

The fifth is memorizing problem. Some students face difficulty in memorizing what they should present in front of the class. Delivering a presentation in front of the class can make the student forget about what they should say. According to Rajoo (2010), sometimes memorizing problem will appear for any other students whether they usually do oral presentation or rarely do oral presentation; this problem could happen to anyone. It is happened because they do not focus in doing oral presentation or they are nervous.

The sixth is losing the audiences' interest problem. Khoury (2015) stated that keeping or making the audience listen to the presenters is one of the presenter's problems when they present a presentation. Thus, the goal of oral presentation is to share the knowledge from presenter to the audience. However, sometimes audiences do not pay attention to the presenter, or they ignore the presenter. Thus, the presenter should keep the audiences' interest, so the audience could give their attention to the presentation.

The Strategies to Overcome Student's Difficulties in English Oral Presentation

Some research shows the strategies to deal with the presenters' difficulties in performing the oral presentation. The first strategy is students have to master

the subject as well. It is important to the student to know well the topic. They should master the topic of the lecturer give for them. According to Blake (2013), understanding the topic is useful for the students in order to recognize further information. It means that the presenter should master the topic to make them easier to explain in front of the class.

The second strategy is learning grammar. Lewis (2011) stated that the best method to overcome problem with grammar is by reading more about the language rules and the structure. Knowing the rules of grammar makes the students feel confident to speak compared to the students who do not really know the grammar. When the student already master language rules, it is not impossible to them to explore their explanation freely without thinking they use wrong grammar. It makes the presenter comfortable to deliver the ideas using simple word that might ease the audience to understand.

The third is strategy in facing less confident and nervous problems while speaking in front of class. Dealing with confidence problem is really difficult to do, because there is no strategy fits to all of people. The confidence comes from the students' mind since the students face difficulty in terms of confidence and nervousness, they need to find way to handle the problem. According to Daniel and Hall (2014), exercise, breathing exercise, and avoiding eye contact with the audience can reduce the students' anxiety level when they do oral presentation.

The fourth strategy is well organized to make an effective oral presentation. It means that the student should anticipate any possible thing happen

during the presentation. It is also covered mastering the topic and also the delivering of the presentation. Gibson (2014) stated that the students should master the issue or the material and organize it well. Organizing the presentation well means that the presenter must divide the core body of the presentation into some ideas.

The fifth is a strategy to get the audiences' attention. In order to have the listeners' interest, situating some jokes, story and something else inside the presentation was a good approach. By doing those things, the audience will be interested in listening to the presenters' presentation (Kim, 2014).

The sixth is the strategy to remember the information and ideas. To help the students who have terrible at memorizing, they should talk or repeat the ideas that they usually forget. It can help the students to call up the ideas when they forget.

Review of Related Studies

The researcher reviewed some related studies as references to do this study. In this part, the researcher presents previous studies about the oral presentation. The researcher took three prior studies which are summarized based on the aim, setting, methodology, and finding.

The first study was conducted by Sivadjati in 2016. This research was done by using case study research design. It aims to explore the strategies used by a member of a study group in English Language Education Program in dealing with their difficulties in doing an oral presentation. The participants of the study

were five students of English Language Education Program having good English public speaking based on their GPA. The participants should have minimum 3.25 GPA score in public speaking class. The data of the study was collected by interviewing five second year students of English Language Education Program. The result of the study showed that the participants have challenges such as grammatical problems, understanding the topic and organizing the idea, audience's interest, speaking speed, memorizing problem, anxiety, teacher expectation, and time problem. Additionally, anxiety becomes the biggest fear when doing an oral presentation. As for the strategies to overcome those problems, the participants proposed; studying more about the grammar, looking for the information in the internet, mastering the topic, be entertaining, adjusting the speed in speaking, practicing, taking a deep breath, not looking straight to the audience's eyes, changing your mindset and calculating the time. The study done by Sivadjati is useful for this study to identify the strategies and the problem in doing oral presentation. On the other hand, there are some differences compared to this study and Sivadjati's study. Those differences are the method used and the participant of the study. Sivadjati's study used case study, while this study adopted descriptive qualitative as the research method. The second difference is the participant involved in the study. Sivadjati's study required students having good GPA in particular course the participants. On the other hand, this current study chose the participants passing the course in particular course in the first year.

The second study was done by Nadia in 2013. The aim of the study is to explore the effect of oral presentation in improving students' speaking skill. The study focused on students' oral presentation as one of the assessments used to improve student's oral proficiency. The study was mainly conducted to five teachers of oral expression and forty students of second year at the department of English in one of universities in Algeria. The study used three tools to collect the data, namely the questionnaire for students, interviews with teachers, and research observation sheet. The study used descriptive analyses to analyze the data. The results showed that the students were highly positive in their beliefs about usefulness of doing oral presentations as a learning activity. It revealed that oral presentations were beneficial to help students enhance their performance in oral expression and other courses. Thus, the study is useful for this current study to find out the freshmen's oral presentation difficulty and strategies, and it became the references to write background of this study.

The third related study was conducted by Kusmawatin (2016). The study investigated the strategies of English Education Department in one private university in Yogyakarta students to prepare classroom presentation. It aims to present the students' opinions toward the implementation of presentation at English Education Department in one private university Yogyakarta, and the strategies used by the students to prepare classroom presentation. The participants of the study were three female students batch 2012. The study used qualitative research design. The result of the study was that the students agreed with the implementation of presentation in that university; presentations were implemented
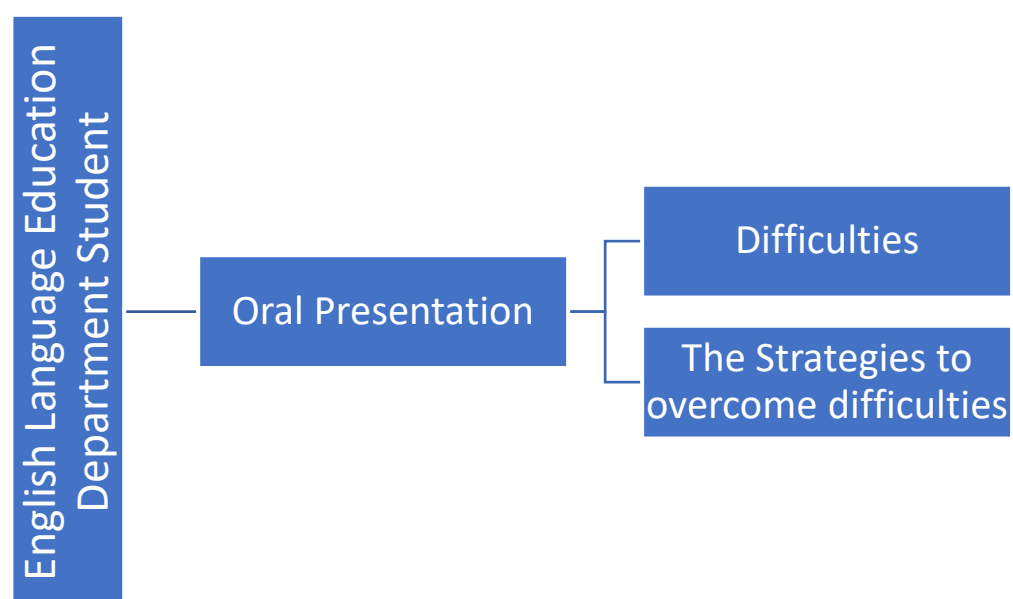
as assignments; students felt difficult when doing presentation, but later they enjoyed doing presentation; presentations improved the student's skill in making slides and in presentation delivery. The strategies found in Kusmawatin's study were checking tools and files, practicing the timing, reading and understanding the material, practicing with others, summarizing the material, making slide well, practicing the gesture and mimic, knowing about who the audience are and how to deliver, making note, and the last is preparing appearance. The study is useful for this research to find out the difficulties and the strategies commonly used by the students, but the participant target is diffirent since this study only focused to freshmen in first year student.

Conceptual Framework

For some people, oral presentation is something difficult to do. It depends on their personality and their belief. Lack of vocabulary, lack of grammatical understanding, and inappropriate pronunciation are learners' problems in presenting in the English course. Other difficulties are when they present a presentation, they feel nervous or worried; the students are not interested in the English issues or material; the students do not have enough chance for students to exercise their oral presentations in a huge number of students; and the last is the situation of the class also influences students' presentation in delivering oral presentation.

On the other hand, many people succeeded in doing their oral presentation by solving problem of oral presentation. The researcher believed that oral presentation is very good learning method to measure students' speaking skills. In

literature review, the researcher provides various strategies to reduce students'

difficulties in oral presentation. The strategies are reading more about the

grammar rules, mastering the topic and the subject well, mastering the issue or the

material and organizing the presentation really well, and gaining listeners interest

by telling some jokes, story and something else. Moreover, adjusting the rapidity

or slowing down the speed is the solution if the students have difficulty in their

speaking speed; keep talking or repeating the earlier point when the presenter

forgets the material, and the last strategy is not looking at the audiences' eyes.

Finally, the conceptual framework of this research can be figured out below:

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Figure 1. Conceptual Framework