

Chapter One

Introduction

In this first chapter of this research, there are several parts that need to be discussed. Those parts are background, identification of the problem, research question, the purposes of the research, significance of the research, and outline. Those parts are needed to be discussed in purpose to accomplish this research.

Background of the Research

Oral presentation is one of the ways to give information to other people. There is much information that we can share using presentation. However, the oral presentation is not just only for sharing information but is also used for promoting a new product or innovation. Some presentation explanations are usually using a projector to provide a better view for the audiences. The oral presentation has an important role in some career fields. With the needs of oral presentation in some careers fields, the employee should have skills in doing an oral presentation and be able to perform it. Some employees are fresh graduate students from universities. This makes the oral presentation in universities academic is important. According to Fallow and Steven (as cited in Živković, 2014) with the challenging economic situation, a fresh graduate must have employability skills and it is not just academic knowledge. Employability skills include communication, presentation, problem-solving, and critical thinking.

Besides, oral presentation is also implemented in education. It is based on its benefit in learning language. In the process, oral presentation is prepared by the students. Students must search the information about their presentation topic. There will be a chance for students to find new things in their searching. There will be new information, new vocabulary, and new technical term that are correlated with their presentation topics. It makes students have to find the meaning of words, sentences and how to pronounce them. It is because they have to deliver it orally.

The oral presentation is included in some teaching methods. Communicative Language Teaching (CLT) is one of the methods which put the oral presentation on it. There are various communicative oral activities that can be used to help students practice and improve their speaking English ability in CLT classroom. In CLT classroom learner takes the central role in learning. With this condition, learners are expected to speak and participate in classes that can give them more chance to communicate. The more they are participating in the classroom the more they are confident to use the target language.

Presentation activities are often implemented in English Language Education Department (ELED) in one of the private universities in Yogyakarta, Indonesia. Since the beginning of the semester until the seventh semester, most of the subjects use the presentation as a learning technique. This learning technique was experienced by the researcher as a student while studying in this Department. There is more than one subject putting presentation as learning technique in this department. There were 47 subjects taken by the researcher starting from the first to seventh semester as

students of this department. Forty subjects used the presentation as one of the learning techniques. In 40 subjects, each subject may require more than one presentation to be done by the students of this department. Presentation in this department classroom is mostly done with a group work. Group work for presentation basically, puts 2-5 members for each group. Each group member has their own roles. For examples, one of the members becomes a moderator and the others become the presenters. Presenters of the group usually give their parts equally for each presenter to make it easier and balance. With presentation routines in this department classroom, the students are expected to understand how to do a presentation and using the English language. From those circumstances that are happened in this department classroom, the researcher thinks about what are the students' perception about doing oral presentation. This research need to be done to get an insight of the oral presentation activity among students based on students' perception.

Identification and Limitation of the Problem

Oral presentation in this department based on the researcher's experiences is the most difficult task to do. Oral presentation needs a lot of attention in many aspects of it. Before students do an oral presentation, they have had to know what they were going to present. In some cases, students were not aware what were exactly they presenting. They just spoke without knowing the meaning of it and it was also a case where the students spoke outside of the topics they were presenting. There were common errors that happened in this department classroom oral presentation. As the

English language is a foreign language, it is easy to find an error in pronunciation and also grammar. This error is affecting their performance and it is also possible to give different understanding of what topics that were delivered by the students. That differences about understanding the topics usually solved after the presentation and the lecturer gave more explanation to the related topic and adjusts it into a clear explanation.

Students also were need to aware of delivery tools. Common tools that were used in this department oral presentation classroom were laptops, powerpoint, projector/television, and microphone. Before students presented, they had to make sure those tools were ready to use. In some cases, the projector was not projecting a good picture. It could be bigger, smaller, or it had a different color. In power point there were also various aspects they had to be aware. Those aspects were text font, color, theme, animation, and many more that students could put in their power point. This also gave challenges to students in this department classroom oral presentation.

Mental and body language were also included in this activity. Based on the researcher's experiences, when students were not well prepared, they got nervous and it was affecting their body language. There were also students who prepared well but were still nervous. This nervousness was seen from his voices, hands, and the other body language while presenting. Oral presentation could be a great challenge for some students who were usually silence and shy in the classroom. They might take a lot of efforts for doing this activity.

Oral presentation commonly becomes burden for some students. This phenomenon is also felt by the researcher and the others students. There are some students who choose to memorize the material that will be presented in one night before the presentation day. Sometimes, they forget to get enough sleep and doing an oral presentation with a not well-rested condition. This can be worst when there is more than one subject that gives an oral presentation as a task and the due date is close. Because in this Department, there were 47 subjects taken by the researcher and there were 40 that using the oral presentation as learning technique start from the beginning of semesters to the seventh semester.

Besides, oral presentation activity is beneficial for some students. Based on the researcher's experiences and the other students' experiences, oral presentation gives a lot of advantages. Oral presentation helped students in learning language. Oral presentation provided the opportunity for the students to use their target language in learning language. With the oral presentation activity students succeed in overcoming their fear of speaking. These advantages are also felt by the researcher. When the first time the researcher did oral presentation activity, the researcher got nervous and was not able to speak clearly. With the frequency of oral presentation activity in this department, the researcher and also some of students were able to perform the oral presentation confidently. The researcher also experienced that oral presentation increased students' speaking skills because the student must use English language to perform it. The oral presentation also developed students' vocabulary. Before doing the oral presentation, students were searching some kinds of information that were

related to their presentation topic and presented it. The oral presentation preparation activity was possible for the students to gain new vocabularies.

Based on those errors, challenges, and the frequencies of oral presentation activity in this department. Those things above make the researcher think that oral presentation is a difficult task. Moreover, those things above also makes the researcher thinks that why oral presentation activity was needed to be done by students in this department and what makes oral presentation activity is important to be done. Based on that question, researcher thinks about what are the students' perceptions about doing oral presentation. Thus, in this research, the researcher is trying to find out what are the students' perceptions about doing oral presentation.

Research Question

What are the students' perceptions on doing oral presentation?

Purposes of the Research

1. To investigate the types of oral presentation that students have experienced.
2. To investigate the purpose of doing oral presentation based on students' perception.
3. To investigate the advantages of doing oral presentation based on students' perception.

Significance of the Research

Who is benefited from this research? First this research is beneficial to the teacher. With this research result, teachers get knowledge about types of oral presentation. Thus, teacher knows what kind of types of the oral presentation could be use for teaching. Furthermore, teacher will obtain benefits from the students' perception about doing oral presentation because, the teacher will realize that oral presentation's purpose may has a different perspective for each student. The teacher also gets benefit from the students' perception about the advantages of doing oral presentation. With that knowledge, the teacher will be aware about the role of oral presentation in teaching.

This research is also beneficial to the student. Students' get knowledge about what is the purpose of doing oral presentation. Hence, they will know why they have to do the oral presentation and may answering the question on their mind about the purpose of doing oral presentation. With the knowledge of the oral presentation's purpose, it may link them to the advantages of doing oral presentation and it may motivate them for doing oral presentation activity.

Organization of the Research

This research point is to get the information about the students' perception about doing oral presentation. This research has one research question that is, "what are the students' perceptions about doing oral presentation?" The purposes of this research is to find out the types of oral presentation, to investigate the purpose of

doing oral presentation based on students' perception, and to investigate the advantages of doing oral presentation based on students' perception. This research has five chapters. The first chapter of this research is the introduction. The introduction discusses about the background of the research, identification and limitation of the problem, research question, purpose of the research and significance of the research.

The second chapter of this research is discussing about the literature review and the review of related study. In the literature review there are several topics that need to be discussed. Those topics are communicative competence, oral presentation, types of oral presentation, the aspect of oral presentation, the advantages of doing oral presentation and oral presentation activity in English as Foreign Language (EFL) classroom. In the related study there are some of previous study which relate to this study to support this research.

The third chapter of this research is discussing about the methodology of the research. Methodology is about the way to collect the data for this research. This research is a qualitative research. This research instrument is interview. The participants of this research are students of English language who have experiences in classroom oral presentation. The data analysis of this research is coding.

The fourth chapter of this research is discussing about findings and discussion. There are three main findings. Those findings are the types of oral presentation, the purpose of doing oral presentation based on students' perception, and the advantages of doing oral presentation based on students' perception.

The fifth chapter of this research are discussing about conclusion and recommendation. In this chapter the researcher provide the conclusion and recommendation based on the result of this research.