

## **Chapter Two**

### **Literature Review**

This chapter discusses the theories of the research. In this literature review, it covers the definition of speaking skills, the difficulties of speaking, methods to improve speaking skills, oral presentation technique, the benefits of doing oral presentation, and the challenges of doing oral presentation. In the last part of chapter two, the researcher also puts review of related studies and conceptual framework.

### **Speaking Skill**

Speaking is a kind of communication which is often used by people to give information and opinions, deliver arguments, and create impressions to others (Rahman, 2010). When people are likely to deliver their conscious meaning, most of them will definitely choose to say it directly. If the information is delivered directly, other people can know what arguments, opinions, and feelings are. In daily life context, most of the people use oral communication to socialize with others.

Speaking is an ability of someone to communicate orally with other people. The aim of speaking is to interact with other people in a social environment which is largely used in daily life. The topic which the people choose to speak in daily life is unpredictable depending on the purpose and situation. Likewise, the people can speak everything they feel, share any information, do a conversation with other people, and explain certain topic. Also, they can deliver ideas or opinions for social purpose. Rahman (2010) explained “oral communication is successful if the people get the full message being conveyed” (p.201).

## Difficulties of Speaking

In increasing speaking skill, some obstacles are sometimes faced by students. There are two major speaking difficulties. Those are linguistic difficulties and mother tongue use. In English learning activities, the students sometimes find the difficulty to speak, so they cannot balance the word of their opinions, feeling, and things which they will talk about. Although the teachers spend long time in explaining the materials, the students are still not be able to form a sentence, and they do not know how to say something (Al-Hosni, 2014). Based on to that statement, it showed that grammar, pronunciation and vocabulary become the most common difficulty in speaking skill. On the other hand, Richards (2008) claimed that “there are some typical linguistic difficulties in speaking. Those difficulties are lack of vocabulary needed to talk, poor in grammar, and poor in pronunciation.”

In addition, the use of mother tongue still affects the students’ speaking skill, and the use of mother tongue sometimes influences the way the students pronounce the words in English (Al-Hosni, 2014). Harmer (2001) suggested some reasons why students use mother tongue in class. Firstly, “when the students are asked to have a discussion about a topic that they are incapable, they will use their own language”. Another reason is that “the use of mother tongue is a natural response to do. In addition,” asked to have a discussion about a topic that they are incapable, they will use their own language. Furthermore, the students are fearful if they make mistakes, obtain criticism, are given question and feedback from others. Because of their fear, nervousness, and shyness, the students sometimes choose not to speak in front of

class. For the reason, the students do not have enough belief which they can overcome their fear, worriless, and shyness (Al-Hosni, 2014).

## **Technique to Improve Speaking Skills**

There are many techniques of learning speaking. According to Solahudin (2011), there are some techniques which can improve students speaking skills in learning speaking such as doing main class and study club, conversation, group discussion, and oral presentation. Thus, each detailed techniques of learning speaking explanation are presented in the following paragraphs.

**Main class and study club.** The main class is the teachers' activity and students' discussion in the class. Besides, the teachers explain the material and handle all activities in teaching and learning process. That way, the study club is a discussion activity between groups of students. Therefore, in main class and study club is technique in which of the students are asked to make a group discussion, and they have to deliver the materials which are delivered by the teacher to other groups (Solahudin, 2011).

**Conversation.** Conversation is one of technique in speaking class which gives the students opportunity to share their opinion or the other interesting things of their preference to other students (Solahudin, 2011). The function of conversation in speaking is to disappear from the boredom in the class and make the students active in the class. Thus, the students feel that the conversation during the class is clear, attractive, and comfortable, and they can also get additional information related to speaking skill mastery.

**Group discussion.** Group discussion is one of technique in speaking class. Group discussion technique in speaking class only covers easy topic to be present because group discussion is just to train the students to speak English clearly (Solahudin, 2011). By having group discussion, the students can freely convey their own opinion related to the topic of discussion. Also, the students can develop their English knowledge to be active in delivering their own opinions to others confidently.

**Oral presentation.** Oral presentation is one of the techniques in speaking class which aims to deliver the material and some information in front of the classorally (Solahudin, 2011). This technique can be performed in groups and individuals. The students are given a topic which has been selected by the teacher, and subsequently, they are asked to deliver the topic by demonstrating in front of the class.

## **Oral Presentation**

Technique of learning process is a way of strategy chosen by teachers to achieve the maximum result in their learning process, and one of the examples of technique in learning process is doing oral presentation. Oral presentation is one of techniques which are done by the students to deliver some information in front of the audiences. According to Levin and Topping (2006), oral presentation is a speech which should be practiced directly without memorizing and reading a text (p.983). When doing oral presentation in English learning, the student must give a clear explanation with loud voice. The student can prepare the presentation start from searching the material related to the topic presentation, preparing the visual aids, try

to practice speaking and writing down the important point related to the topic in the small note.

Chand (2012) stated “Visual aids is used by the students to deliver the information, describe a specific part related the material, or clarify something else” (p.78). The aims of using visual aids in presentation is to show the images, graphics, chart, or anything else which can make the audiences feel more interested and understand about the material presented by the students. In addition, the audiences will pay more attention to presentation using visual aids than presentation which does not use visual aids (Ming, 2005). When the students can control and memorize the material well; it can help them to focus more in delivering the information when doing oral presentation.

### **The Benefits of Doing Oral Presentation**

The benefits perceived by students of doing oral presentation include integrating language skill, increase self confidence, understanding the materials easily, preparing for real life and increasing language knowledge. For more detailed information, each benefit of doing oral presentation is explained in the following paragraphs.

**Integrating language skills.** Language skills consist of writing, reading, speaking and listening. By doing oral presentation frequently, the students can integrate their language skills. The students can know how to make a point of the topic with reading and writing skills and convey the topics based on their understanding by speaking. Penggabean (2014) stated that in English class, giving oral presentation technique can be a chance for EFL students not only to learn to give

presentation but also to improve their English ability orally. Likewise, Al-Hebaish (2012) stated that oral presentation is one of the courses introduced to English students in order to improve the speaking skills in communication. He also added that improving the critical thinking of students is also one of the benefits in doing oral presentation. Additionally, some students who think more critically in responding to the material would be more confident to speak English in public because they are more sensitive to something being discussed and more courageous in giving the opinion. In other side, Lucas (2012) argued that organizing and delivering a topic using oral presentation is not only about arranging the ideas but becoming more critical to know how to make the strong ideas and how to make the structure of the topic to be clear and cohesive.

**Increasing self-confidence.** The benefit which is often obtained by students after frequently doing oral presentations in class is increasing their self-confidence to be more active in class. When the students' confidence comes, they can easily convey material clearly, interestingly, and easily understood by the audiences. Besides, the students should be aware to have a preparation which is needed by all of the students in delivering presentation. For the reason, if the students prepare well and practice a lot before presentation, it would help them to feel comfortable and increase their confidence in delivering their material to the audiences. Brown (2002)'s study who stated that practice speaking fluently could influence the general self-confidence of students. Many learners worry that they are going to make a mistake, or other people will not understand what they explain. The students who have general self confidence will be able to overcome fears or negative thoughts

about themselves and others. Therefore, the students will be easy to communicate in the public situation especially in the oral presentation when the students present the material in front of the class.

**Preparing for real life.** Talking and standing in front of other people such as one's classmates to present one's work is challenging because it requires confidence and braveness. From the statement mentioned, it is a marketable skill which is much needed in various jobs around the world. Issa and Qubtan (2010) argued that presenting in the EFL classroom could prepares students for the real job which they will apply when they have graduated from school. So if the students frequently do oral presentation in front of the class, it will train them to be better prepared in the real world of work, for example as a teacher, translator, tour guide or office staff.

**Enhancing the knowledge.** When students are asked to make the presentations in front of the class about a new material, the teacher can assess if students really create the presentation concept to present in front of the class. Besides, the students learn the material, make points, develop points, and make presentation design based on the desire of students. Peardeak (2017) explained that the use of oral presentation techniques in class can improve the students' understanding of the material to be delivered, and they will explain the material using their own language and explain it aloud to improve their own understanding. Besides, Brown (2002) also stated that doing oral presentation can make the students learn the material being delivered in more detailed and clearly, then the students also could prepare the material well before being presented in front of the class orally.

**Improving the language knowledge.** Improving language knowledge such as improving grammar knowledge, pronunciations, and vocabulary is the benefits felt by English students when applying the oral presentation technique in the class. When the students are asked to present a material previously, they will learn it by looking for vocabularies and keywords, composing grammar to make the material easy to understand, and doing speaking exercises so as not to be nervous when they in front of the class. According Hermer (2001), doing oral presentation could improve the students' language knowledge such as pronunciation, grammar, vocabulary and students' language skills such as fluency, strategy and accuracy. Based on Hermer;s opinion, improve the pronunciation is one of the benefit in doing oral presentation because when the students could pronounce the correct English words in speaking, it will make other students understand what they talk about in making a presentation. In addition, Goh and Burns (2012) stated that there are few of advantages in doing oral presentation which perceived by the students such as improving students' accuracy, fluency, pronunciation, grammar, and vocabulary.

### **The Challenges of Doing Oral Presentation**

Oral presentation is one of the techniques used by students in delivering material orally in front of the class. Speaking ability is the most important aspect which must be developed when delivering material orally. Unfortunately, some students still find the difficulties while doing an oral presentation technique such as low self confidence, lack of language knowledge, difficulty in understanding the material, effort to make the audiences' interest time management, and difficulty in



making a team work, Each challenge in doing oral presentation is explained in the following paragraphs in detail.

**Lack of self confidence.** Lack of self confidence is one of the difficulties which is frequently faced by the students who are asked to present the material in front of the class using oral presentation technique. Lack of self confidence comes up because of several factors such as being unprepared and not understanding the material properly. Brown (2001) argued that some students do not feel confident when they should do oral presentation in front of many audiences in classroom activity. So, the large number of audiences can influence the students' self confidence to speak English. Sometimes, the students feel worried, shy, and afraid of speaking English in public.

Awan et. al (2010) also confirmed that the students are not confident in speaking English, and they are required to conduct the oral presentation because they might feel embarrassed with their inadequate English mastery due to their low English proficiency. Emden and Baker (2004) stated that most of students are very nervous when presenting the material in public orally. Besides, according to Kareem and Taqi (2015), self confidence is the most difficult obstacle that the students face when they speak English in public. The students' anxiety comes up when the students have less confidence and cannot understand the materials well.

**Lack of language knowledge.** There are some difficulties related to lack of language knowledge. First lack of language knowledge is lack of pronunciation skill. Pronouncing the correct word is one of the difficulties for students when they are asked to speak English in public. For the students, pronouncing the words in English

cannot be easily mastered by students. According to Hetrakul (1995), the problem which is often faced by the students in speaking is about pronunciation. The students feel difficult to pronounce certain words. Also, the students do not easily recognize the pronunciation well.

The second lack of language knowledge is having difficulty in constructing good grammar. Rajoo (2010) asserted that the difficulty to arrange the sentences using correct grammar is a difficulty which often happens faced by students. He explains that the students' only makes a sentence without grammar review, and they only replace their first language to second language (p.143). Almost the students still often have the difficulty in composing sentences with good grammar because their lack of grammar knowledge, they do not know how to arrange a good sentence using appropriate tenses. For the reason, the students are accustomed to only changing L1 (mother tongue) into L2 (foreign language) manually. Besides, Shatz and Wilkinson (2004) added that there are some of the common grammar problems faced by English language learners such as not using or omitting preposition, articles, past tense, and the third singular person.

**Difficulty in mastering the topic.** Understanding and mastering the material which will be delivered is the most important step which must be prepared by students before doing an oral presentation. However, in learning English, sometimes there are some students who found the material which difficult to understand the meaning and content. The difficulty in understanding the material usually occurs because the material is not familiar to the students. Rivers (2010) said "some difficulties experienced by students are giving less familiar topic to students and

asking the students to understand the topic in providing the topics conducted by the teachers” (p.161). For the reason, the topics which are less familiar to students will confuse them. The students feel difficulty to learn, understand, and organize the topics, so they could not convey the topics to the audiences well. On the other hand, Al Hosni (2014) stated that lack of students’ understanding of the presented material is caused by their lack of knowledge in carrying out the vocabulary and word. Then, when they want to ask the teacher to repeat the material, they are afraid to make mistakes when asking. Thus, the students decide to be silent and avoid their eyes contact with the teacher so that they are not given the questions about the material which is poorly understood.

**Difficulty in maintaining the audiences’ interest.** The aspect which must be considered when doing an oral presentation is being consistent with the volume of voice in delivering the material. The students must convey the clear and easy material with loud voice to make the audience understand about the material presented. When the topics are not clear and confusing, those will make the audiences feel bored. According to Khouri (2015), one of the students’ problems in oral presentation is the difficulty of maintaining the audiences’ interest when the students perform the oral presentation. That way, the students sometimes speak too fast or too slowly, and it makes the audiences uninterested with the topic presented.

**Difficulty in time management.** The difficulty in time management is indeed one of the obstacles in preparing oral presentations. Some students feel that they do not have much time in preparing the material to be delivered. Lack of time in preparing material becomes a problem for the students because they cannot deliver

material clearly and thoroughly in front of the class. In other words, the students are not well prepared for effective communication. That way, the students often feel stressed and intimidated each time towards oral presentations which are assigned to them especially when they deal with communication skills required for a successful presentation (King, 2002). Besides, it can also make some students feel frustrated especially for those who could not speak fluently in English especially during their English learning.

**Difficulty in teamwork.** The difficulty in teamwork is mostly experienced by the students who have done oral presentations in groups. Lack of teamwork is usually caused by lazy factors arising from members of the group. The students' laziness can be interpreted as not want to come in group discussions, not want to sharing tasks to discuss the materials, not having the responsibility each other, and being a passive group member. For the impact of the habit towards passive students, they are not able to interact with others. According to Al Hosni (2014), the passive students will continue to be passive students if they do not ever practice their speaking in public. Besides, some passive students incline introverted and care less about their surroundings because of lack of communication between others.

### **Review of related studies**

Other researchers made research concerning oral presentation and speaking skills. In this case, the researcher presented two previous studies related to this research. The first research was entitled "College student's perception on the use of oral presentation as a teaching and learning technique in the classroom". The research was written by Ismail Petrus (2017). The researcher wanted to find out the

student's perception especially to focus on the advantages and disadvantages of using oral presentation technique. This research was quantitative and qualitative research. The researcher used survey method from students essay at the end of semester about advantages and disadvantages of using the technique in the classroom. The quantitative analysis was applied to assess the response obtained from the essays. Also, qualitative analysis provided the evaluation and interpretation of the figures. Besides, the participants of this research were 120 sixth-semester undergraduate English students of two different courses namely English for specific purpose and applied linguistics. The result of this research showed that most students appreciated the use of oral presentation in the classroom because the technique made them become more responsible and active in their own learning. However, some less-motivated students focused only on the materials in their own presentations and did not pay enough attention to other students' presentations.

The second research was entitled "Students's perception of English oral presentation usage during practice learning process" at STAIN Bengkalis. This research was conducted by Rini Fitria (2008). Besides, the researcher wanted to investigate student's perception of English oral presentation during their practice learning program. This research used mix research namely qualitative and quantitative research. The researcher did interview to six seventh-semester English students and gave a set of questionnaire to 25 seventh-semester English students at STAIN Bengkalis to collect the data of research. In this research, a measurement of these statements using the likert scale ranging from 1 = strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = strongly Agree. The data collected was

analyzed using SPSS 22 to know the normality, validity, and reliability of the instrument. The results of this study showed that students had positive perceptions on English oral communication usage during their practice learning program.

From two previous studies explained above, there are several similarities found from those researches. Firstly, the aims from this research are to know the students' perception about the use of oral presentation technique. From the statement mentioned, it is in line with Petrus's and Fitria's research. Secondly, Fitria's research used interview as the method of her research. It is the same with this research using interview to collect the data of research. The differences of this research with other previous researches were concerned with the participant, location, and time in conducting the research.

### **Conceptual Framework**

Oral presentation and speaking skills are two aspects of learning speaking skill which help each other. To get maximum result in doing oral presentation, the students have to do speaking practice more frequently to increase their speaking ability. According to Baehaqi (2005), the learners will be able to give presentation or talks in real life context if they have experience of standing up front their audiences. To achieve good and appropriate presentation result, the students can be started from doing planning, preparation and practice. In addition, in Principles of teaching and learning classes, oral presentation becomes the concern as activity of learners which is still a basic form of speaking in public which actually raises the confidence of students and effective development of their oral proficiency (Brown, 2010).

Figure 1. *Conceptual Framework*

**The Student's Perception on Doing  
Oral Presentation**

The benefit of doing oral presentation

The challenges of doing oral