

Chapter One

Introduction

In this chapter, the researcher elaborates the background of the study as well as the statement of the problem for this study. The limitation of the problems, the question research, and the purposes of this study are also explained in this chapter. Lastly, the significance and the outline of this study is added for the completion of this chapter.

Background of the Study

It is believed that meaningful classroom activities can engage students to the subject better (Cox, 2015). A lot of classroom activities placed teachers as the center of the class. This is called the conventional teaching which is dominated by a verbal approach and memorizing of the teaching material (Xhemajli, 2016). It means that teachers will take the center part in the classroom while the students are only listening and following the instruction quietly. Students will not be able to actively participate in the classroom activities.

However, teaching and learning language has already evolved, especially in the higher education institutions such as universities. Teachers no longer play the center part in the classroom activities. Teachers act as the facilitators as well as the evaluators to encourage students to participate actively in every classroom activities. This is called the interactive teaching which implies action. As stated by Xhemajli (2016), the interactive teaching requires the teacher to play the role of a trainer and an

assistant, who use their real experience and at the same time are supposed to have patience or expectations that pupils will achieve a certain level of quality. Students are expected to be active in every classroom activity in order to gain the knowledge as well as the information.

As the researcher stated above, there are various skills to be mastered regarding English language. These skills need to be practiced routinely to achieve better result as well as patience (Hossain, 2015). Thus, interactive teaching and learning will be the valid option to be implemented in English foreign language classrooms as it urges students to actively participate in classroom activities. One of the most important skills to be practiced routinely is the speaking skill. As explained by Alhosni (2014), basic education aims to make the learner gain necessary skills for life by developing his/her communication skills. Hence, teachers need to find some classroom activities that may help students practice their speaking skill.

Among many classroom activities to help students practice speaking skill, presentation is one of the most common one. Quoted from Brooks & Wilson (2015), presentations is a learner-centered activity that can be used in the language classroom as an effective tool for improving their students' communicative competence. It is safe to conclude that presentation is one of the ways to make students practice in classroom. Through presentation, students can practice speaking the target language they are learning, in this case English language, as well as hear the feedback from the teachers. In real classroom setting, students are forced to speak during the

presentation. Thus, students have to practice their speaking skill before the presentation, and students are encouraged to practice the language.

In English Language Education Department (ELED) of a private university in Yogyakarta, most teachers have already implemented presentation as classroom activities. Most subjects taught have presentation as their main activities to introduce materials. "Presentations" is referring to students' projects in most subjects taught in English Language Education Department both individual presentation and group presentation. All students, including the researcher, are experiencing the presentation as classroom activities. Based on the observation, some students were reluctant to do presentation in the classroom because they are afraid of making mistakes and some of them were very eager to do it because presentation in the classroom is easy for them. From this observation, the researcher wants to know students' opinion on presentation as the classroom activities. In short, this study will benefit the researcher to know how the students perceive the advantage and the challenges in doing presentation by inspecting students' perception on presentation as classroom activities at English Language Education Department of a private university in Yogyakarta.

Identification of the Problems

There are some problems occurred while implementing presentation as an active classroom activity. First, despite the positive effects that may emerge from presentation, some students do not seem to be too interested in doing the presentation

activities in the classroom because not every students have the same background knowledge of English. Based on the researcher's experience, it can be seen from the way the students present. Students with more knowledge of English tend to deliver the presentation with no problems whereas students with limited knowledge of English tend to be more anxious and keep reading the prompt in order to deliver the presentation.

The second problem identified from doing presentation are students' different knowledge background which cause gap from each students and presentation may lead to anxiety and nervousness to some students, thus causing them to not be able to reach the desirable learning outcomes. Dealing with these problems might be difficult, but students can overcome these problems by practicing the material before the presentation. It may reduce the problems happened during presentation in the classroom.

Limitation of the Problems

In order to limit this study, the researcher limits his study to only discover the students' opinion of presentation as classroom activities which covered the benefits and challenges that students experiencing during the presentation projects. The researcher had three participants who are all active students of ELED of a private university in Yogyakarta batch 2017. The research was conducted at a private university in Yogyakarta for the convenience for both the researcher and the

participants. The result of this study cannot be generalized because it might have different result if this study is conducted in other universities or institution.

Research Questions

Based on the background, identification of the study, and the limitation of the problems stated above, the research questions of this study are as following:

1. What are the benefits perceived by English Language Education Department of a private university in Yogyakarta students toward presentation as classroom activities?
2. What are the challenges perceived by English Language Education Department of a private university in Yogyakarta students toward presentation as classroom activities?

Objectives of the Study

Constructed from the research questions above, the objectives of this research is to:

1. Explore the benefits perceived by English Language Education Department of a private university in Yogyakarta students toward presentation as classroom activities, and
2. Find out the challenges perceived by English Language Education Department of a private university in Yogyakarta students toward presentation as classroom activities.

Significance of the Study

This study is beneficial for the following parties, such as students, teachers, and future researchers.

Students. This research is beneficial for the students of English Language Education Department. Expectantly, students will be more open-minded towards presentation as classroom activities so they can practice the English language skills directly. Hopefully, they will take presentation as classroom activities seriously so they can practice English better through it. As they know the challenges that they would face while doing presentation, it is hoped that they could take counter measurement in order to prevent experiencing the challenges stated in this study.

Teachers. This study offers information about students' perception on presentation as classroom activities for the teachers. Teachers may consider using presentation as their classroom activities. They can understand students' opinion toward presentation as classroom activities. The challenges revealed in this study would help teachers to try to reduce the challenges faced by the students by giving guidance and feedback.

Future Researchers. This research is hoped to benefit the other researchers. Hopefully, the future researcher will find this research aid them to analyze this topic further and aid them as the references of their future researches. Also, the future researchers may want to conduct another research related to this topic and add more features for the completion of the study.

Outline of the Study

The structure of this study was built as follows. Chapter one reveals the introduction of the research such as the background of the study, the limitation of the problem, the research questions, the purpose of the study, the significance of the study, and the outline of the study. Chapter two focuses on the literature review of this study, such as perception, classroom activities, presentation, and presentation as classroom activities. Related study and the conceptual framework of this study were also be included in this chapter. Chapter three presents the methodology for this study which include the research design, setting and participants, the data collection method and the data analysis. Chapter four presents the findings and discussion of this study. Last, chapter five concludes everything from this study under its conclusion and suggestions.