

Chapter One

Introduction

This chapter explains several points to reveal an accurate discussion of the main problem of the research. In this introduction, it provides background of the research, identification of the problem, limitation of the problem, research question, research objective, and significance of the research. In the last part of this chapter, the researcher mentions outline of the research.

Background of the Research

Teaching is a set of activities designed to support the learning process. According to Sequeira (2012), learning is a process of changing an attitude, developing a new skill, and understanding a scientific law. Learning is a relatively permanent change, usually brought by intentionally. The teaching and learning process in a classroom usually need some activities which the students are required to do. There are some activities in the teaching and learning process in the classroom activity such as role-play, public speaking, storytelling, discussion, and presentation.

In addition, one of the activities in the teaching and learning process towards the classroom activity is the presentation. Presentation is one of the activities to deliver the clear information or opinion in front of the audiences. As supported by King (2002), presentation is one of the activities used by English students to encourage their oral proficiency. Besides, the presentation is one of the activities which can be used by the students inside or outside the classroom. Moreover, presentation is one of the ways to implement the students' speaking

performance in the classroom activity. King (2002) said that presentation is an effective communication activity in a classroom situation especially for English Second Language (ESL) or English Foreign Language (EFL) students. Following this, the presentation comes as the crucial aspect to enhance the students' proficiency in communicating with others by using English. Therefore, many schools and institutions use the presentation as a way to measure the students' speaking ability.

Besides, the students felt the difficulty to present their ideas using English. Following this, the students who had the difficulty to deliver their own ideas to other people usually felt more anxiety in using a foreign language. Morita (2000) said that both native and nonnative speakers faced difficulty related to the linguistic during doing an academic oral presentation. The students also felt nervous when they did the presentation. Thus, the students should prepare the presentation as well as possible in the order to be able to deliver a good presentation to the audiences. Additionally, having good preparation for the presentation delivery can reduce the students' nervousness. Nikitina (2011) stated that preparation and planning the presentation help to reduce nervousness and appear more confident and knowledgeable to the audiences. Likewise, lack of self-confidence also becomes one of the difficulties faced by the students during the presentation. Al-Nouh, Kareem, and Taqi (2015) argued that self-confidence influences the overall performance of the students' presentation.

Actually, during the teaching and learning process, the students are required to do some activities, and one of them is the academic presentation

course. In the academic presentation, the students must use English oral presentation to deliver their ideas. Eventually, the students faced some difficulties during the presentation based on the researcher's experienced. Furthermore, presentation is one of the activities experienced and practiced by the students of English Language Education Department (ELED) at one of private universities in Yogyakarta to accomplish several tasks related to the particular courses. During the presentation, the students faced the difficulty to present a good presentation because of several problems. Based on the researcher's experiences, the researcher felt nervous when presenting the ideas during the presentation. Following this, the researcher felt a lack of self-confidence, vocabulary mastery, and presentation delivery of their ideas. For example, when the researcher did the presentation, she had loss of ideas which made the researcher face the difficulty to present the ideas orally during the presentation in an academic presentation course. Therefore, the researcher is interested in conducting a research to investigate the strategies used by ELED students of a private university in Yogyakarta in doing classroom presentation regarding the phenomena mentioned above.

Identification of the Problem

Presentation has been applied in teaching and learning process at ELED of a private university in Yogyakarta. Based on the researcher's experiences, the students had some problems in a classroom presentation, and not all of them succeed in their presentation. There were several problems faced by the students during classroom presentation. For instance, the students faced the difficulty to

develop the ideas, and some of them felt nervous in presenting the material. Besides, they had lack of vocabulary mastery and low self-confidence to deliver the ideas in front of the audiences. In addition, having less preparation made the students feel afraid to make a mistake and overcome stage-fright to deliver the presentation. Therefore, the researcher chooses the research entitled “Exploring Students’ Strategies in Doing Presentation at ELED of a private university in Yogyakarta”. As the reason, this research aims to find out the student's strategies in doing classroom presentation.

Limitation of the Problem

This researcher mainly focuses on investigating the students' strategies in doing classroom presentation at ELED of a private university in Yogyakarta. The researcher finds out the strategies applied in presentation based on the students' experiences and the strategies which can help or support them to make a good presentation used in doing classroom presentation. Hence, the researcher explores the strategies related to the problems, preparation and practice of the presentation.

Research Questions

To conduct this research, two research questions are used as the research guideline, and those are:

1. What are the benefits of classroom presentation at ELED of a private university in Yogyakarta?
2. What are the students’ strategies in doing classroom presentation at ELED of a private university in Yogyakarta?

Research Objectives

Based on the research questions, the objectives of the research are:

1. to investigate out the students' perception towards the benefits on using presentation method at ELED of a private university in Yogyakarta.
2. to find out the students' strategies in doing classroom presentations at ELED of a private university in Yogyakarta.

Significances of the Research

This research is aimed to give positive advantages for some parties such as teachers, students, and other researchers.

For the teachers. By reading this research, the teachers can understand the benefits and the strategies in doing a presentation faced by the students. From this research, the teachers will be able to help their students by giving advice or strategies which should be used in academic presentation. Therefore, the teachers should consider motivating the students to improve their presentation skills using the strategies which they prefer. Additionally, this research can be useful for the teachers as a reflection to their teaching.

For the students. From this research, it can give the benefits for the students to increase their presentation skill when they do presentation in the classroom. This research also provides some information about the strategies which can be used by the students in preparing and delivering presentation well. Therefore, the students can implement the appropriate strategies of presentation in classroom activity.

Other researchers. This research hopefully can give information about the difficulties faced by the students and strategies to improve presentation inside or outside the classroom. Besides, the other researchers can use the findings of this research as the theoretical overview of other research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches towards the problems and strategies in doing classroom presentation deeply related to the same area of this research.

Outline of the Research

This research consists of five chapters which explain an overview of each research chapter. The first chapter presents the introduction of the research. In introduction, there are seven parts namely background of the study, identification of the problem, limitation of the problem, research question, research objective, and significance of the research. In the last part of this chapter, the researcher mentions outline of the research.

The second chapter of the research is a literature review. This chapter provides all the information and basic theory which cover a topic discussion exploring students' strategies in doing classroom presentation. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers the definition of presentation, types of presentation, the benefits of presentation, strategies in doing presentation, and literature review. In the following of the chapter two, it includes the conceptual framework.

In the chapter three, it discusses about research methodology. This chapter gives clear illustration of how this research is conducted and how the data are collected. Besides, this chapter three consists seven parts of methodology namely research design, research setting, research participants, data collection method, data collection instrument, data collection procedure, and data analysis.

In chapter four, it discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also relates the findings of the research to the relevant literature reviews or theories provided in this research to be the discussion of the research.

Chapter five includes the conclusion and suggestion. In this chapter, researcher presents the conclusion of the research finding related to the research problems. In addition, this chapter contains the suggestion for some parties related to this research.