

Chapter One

Introduction

This chapter presents the introduction of the research. There are several important points mentioned in this chapter. In this chapter, it provides the background of the research, identification of the problem, delimitation of the problem, research question, objective of the research, and significance of the research. In the last part of this chapter, the researcher mentions the outline of this research.

Background of the Research

In Indonesia, English is implemented as a foreign language where the students can still learn language. However, English is not easy to learn by students especially for the students of English as a Foreign Language (EFL). In learning English, there are language skills to usually focus on. Besides, the language skills are the terms on how the students use its language. Language skills are divided into two types of speaking namely receptive skill and productive skill. In language skills there are have four skills such as writing, reading, speaking, and listening.

As human beings, the majority of the people need to have an interaction one another. A way to interact with each other is by talking to other people. Nowadays, many people argue that speaking comes as a crucial aspect in language learning context. As the reason, they can share the information and get knowledge. Besides, speaking can also increase the students 'self-confidence and grows as a measurement of somebody's achievement. Tahir (2015) said that someone would be considered

successful in learning a foreign language if he or she had the ability of speaking. Hence, speaking comes as a crucial aspect in English context, and the students need to improve their speaking ability.

Learning English as a foreign language especially for speaking English, the teacher plays an important role. A teacher is the controller of a classroom (Sikder, 2016). In teaching speaking, when teaching and learning in class, the teacher plays an important role to be responsible for organizing the class so that it remains the conducive and makes the students feel comfortable while studying English lessons. Likewise, Al Hosni (2014) asserted that the students feel less motivated to learn English speaking. Regarding the statement mentioned, the teacher's role is also really significant to motivate the students in the learning process. In addition, the teacher as a facilitator can give the students to learn how to speak English well (Al Hosni, 2014).

One of the ways to improve the students' speaking ability is by doing oral presentation. In doing oral presentation, the teachers usually divide the students into some groups. Then, the teachers give the students' material which is going to be presented in front of classroom. For example, the students can use the media of oral presentation by using power point, poster, etc. The oral presentations can be defined as the activities used for the formal style talking to the people around. According to Baker and Westrup (2004), oral presentations are activities which include the formal conversations talking to groups as a natural activity. However, most people can spend their hours during the speaking day to other people in order to make the oral

presentation which leads to the formal conversation, and it is a difficult task to them. the oral presentations can be defined as the activities used for the formal style talking to the people around. When the teachers apply this method, the teachers know the challenges which can make the students have the low confidence, and they have no idea in making the presentation, and the students feel nervous when they face many people.

English Language Education Department (ELED) of the University

Yogyakarta is department which has applied oral presentation as the teaching strategy in the learning process. Based on the researcher experiences, the researcher found some problems in doing oral presentation. The researcher faced the difficulty to do the oral presentation, and she has no idea when presenting the material in front of many people. Additionally, the researcher felt shame and afraid if the researcher fails in doing the presentation.

Based on the researcher experience, the researcher saw that most of the students looked nervous, and they were not ready to do the presentation. There are a lot of students who are not confident in doing oral presentations just because they are afraid of being laughed at by friends. Besides, they also think that doing an oral presentation will make them feel nervous and forget the material. The researcher believes that if the students have confidence in speaking, there will be a possibility that the students can communicate well. That way, a teacher must be able to create several ways to increase the students' enthusiasm in practicing speaking skills.

Following this, having strategies to solve speaking problems will help the students to

practice speaking skill, and it can be used both in teaching-learning process and in daily conversation. When students have already known the benefits and challenges in doing oral presentation, they will understand how to overcome speaking problems. Then, they will be more confident to speak in front of many people. Therefore, the researcher is interested in conducting the research on the benefits and the challenges of using oral presentation in speaking skill regarding the phenomena mentioned above.

Identification of the Problems

The researcher chooses this topic because almost every teacher at English Language Education Department (ELED) of a private university in Yogyakarta has implemented a presentation as assignment in the classroom activity. There are several types of presentations applied to ELED students at a private university in Yogyakarta such as individual presentation and group presentation. As an ELED student, the researcher has the experience in making presentation.

Based on the researcher experience, there were the benefits of using oral presentation such as increasing self-confidence, improving grammar knowledge, and improving vocabulary. And also some challenges such as nervousness, linguistic aspect, dysfunctional groups, lack of self-confidence and lack of language skills.

Delimitation of the Problem

For the limitation of the problem, the researcher only focuses on investigating the benefits and challenges of using oral presentation at a Private University of

Yogyakarta. In this research, the researcher focuses on the ELED students of a Private University in Yogyakarta.

Research Questions

Based on the description and issues above, this research is intended to answer the following questions:

1. What are the benefits of using oral presentation towards ELED students' speaking skill?
2. What are the challenges of using oral presentation faced by ELED students in speaking skill?

Objectives of the Research

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

1. To explore the benefits of using oral presentation to improve the ELED students' speaking skill.
2. To find out the challenges of using oral presentation to improve the ELED students' speaking skill.

Significances of the Research

This research is aimed to give positive advantages for some parties such as English language teachers or lecturers and other researchers.

For English language teachers or lecturers. From this research, the teachers or lecturers can develop the effective and efficient learning models which can improve the ability to listen to the contents of oral presentation activities towards the ELED students. After reading this research, teachers or lecturers will know the

benefits and the challenges of using oral presentation in speaking skill. Additionally, this research can be useful for the teachers as a reflection to their teaching. Therefore, this research can be evaluation for the teachers or the lecturer on how they can teach by using oral presentation in classroom.

For the students. The existence of this research is expected to help the students to gain the knowledge about the benefits of oral presentation in speaking skill. Besides, the students will also know the challenge in doing oral presentation, and it will be able to help them to overcome the difficulties of using oral presentation in speaking skills.

For other researchers. By reading this research, other researchers can know the benefits and challenges of oral presentation in speaking skill. Besides, the other researchers can use the findings of this research as the theoretical overview of further 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 strengths and weaknesses of using oral presentation in speaking skill 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 research, identification of the problem, delimitation of the problem, research questions, objective of the research, significance of the research and 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 the use of flashcard as teaching media. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers Speaking skill, oral presentation, the benefits of classroom oral presentation, challenges or using oral presentation, and review of related studies. In the following of the chapter two, it includes 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 participant, data collection method, data gathering 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 finding 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.