Chapter One

Introduction

This chapter presented the research introduction including background of the study, identification, and delimitation of the problem. These are research question, purpose of the study, and significances of the study. This section is in the form of description in general statement.

Background of the Study

Public speaking is a skill that is needed by some people in various professions and jobs. Public speaking is important to build confidence for communicating to many people. Yee and Abidin (2014) described public speaking as an activity where the speaker speaks in front of an audience. They perform public speaking to tell a story, to share an experience, to inform about a message, to motivate each other, to share ideas, or to tell something that they know with other people. According to Morgan and Nelson (2015) public speaking is how people interact with each other in public. Public speaking itself is a way of communicating with others in public. Tamimi and Omer (2014) stated that those who are skilled in public speaking are able to handle interpersonal communication in their work lives.

Public speaking is also very important for students, especially those who are assigned to give a presentation. Salim (2015) explained that students who have high self-confidence in oral presentation can easily speak in front of the class, while students who have low self-confidence have difficulty speaking in front of the class. Students need this skill to be able to convey their ideas well and make

them be understood by other students and lecturers. When it comes to public speaking, good communication skill is important.

For some people, public speaking is not easy. Sometimes they repeat the word until they know that word. Performing in front of a lot of people makes some people afraid. According to the researcher's experience, what is thought sometimes does not match what is said. According to Raja (2017), people sometimes feel shy or uncomfortable when speaking in front of other people. So, feeling awkward, embarrassed, and uncomfortable is a natural thing.

One example of public speaking is presentation. A presentation is a space to speak up with other people. A presentation where the presenter directly uses his voice to present the material is called oral presentation. Lecturers can use this in teaching activities to encourage students to communicate in English language. Živković (2014) argued that oral presentation is an activity for sharing or communicating ideas and improving a student's speaking skill in front of class or audience.

Based on the researcher's experience, some students tended to make errors during their presentation, including stopping in the middle of the explanation, moving on by discussing the next explanation too quickly, repeating the same words over and over again, and talking very quickly without stopping. Sometimes, the audiences did not understand what they are saying. The language that the students used should be easy to be understood, clear, and simple. The audience should know the purpose and the contents of their presentation.

Presentation technique is also implemented at English Language Education Department (ELED) of an Islamic private university in Yogyakarta. According to the researcher's experience when observing academic presentations in the classroom, some classmates had difficulties presenting their assignments because they cannot explain the materials with their language. They sometimes feel lost in vocabulary, confused and also not confident. Based on the statements above, students at ELED of a private university had some problems when doing oral presentations. Therefore, the researcher became interested in conducting a reasearch at English Language Education Department, specifically the difficulties faced by students in oral presentation and the strategies to overcome the difficulties in oral presentation. The researchers started this research to investigate the difficulties of speaking English during an oral presentation and find the strategies to solve difficulties the students face when performing oral presentation.

Identification of the problem

Based on the researcher's experience, the ELED of this Islamic private university in Yogyakarta taught some courses with the oral presentation method in the class. The researcher has experienced academic presentation in the even semester of the 2018/2019 class. According to the researcher's observation, it was difficult to implement oral presentation in front of the class. Students felt nervous when delivering the material with the presentation method that they forget what they wanted to say. Sometimes, students chose difficult words. Thus, the researcher aimed to find the problems related to the difficulties the students faced

when performing in front of the class and also the strategies to overcome the difficulties in oral presentation.

Delimitation of the problem

For the delimitation of the problem the researcher focused on finding out the difficulties that has been mentioned on the background of the problem and strategies to solve them. The participants of this study were EFL (English as a Foreign Language) students of an ELED on Islamic private university in Yogyakarta. The methodology used is qualitative method by conducting an interview which focused on the difficulties student face in oral presentation, and strategies to handle it.

Research Questions

The research questions of this research are as follows:

1. What difficulties are experienced by students in doing an oral presentation in terms of the English language aspects?

2. What are the strategies employed by students to handle the difficulties when doing an oral presentation?

Purpose of the study

Based on the description above, the researcher aims to:

1. find out the difficulties experienced by students when doing an oral presentation in terms of the English language aspects.

2. investigate the strategies employed by students to handle the difficulties when doing an oral presentation.

Significances of the Study

This researcher wanted this research gives benefit to the readers. This study is expected to provide benefits to the users of this research information. The significances of the study there are for students, for lecturer, and for curriculum developer.

For Students. The result of this research will be helpful for the students to motivate and understand about oral presentation. In addition, the students are expected to get more information related to difficulties and strategies in oral presentation. This information can help the students to handle the difficulties in oral presentation.

For Lecturers. The lecturers can plan their material to overcome students' difficulties in doing oral presentations. Lecturers can also be motivated to give more oral presentation activities to the students as a class assignment or a final assessment. By reading this research, the lectures of English are expected to increase their strategy in teaching English especially for oral presentation and the researcher hopes that this study will give a contribution in the educational side to the development of language teaching and learning.

For Other Researchers. This study provides information about the student's oral presentation difficulties and strategies to overcome the problem. The result of the study can be used as reference to help other researchers to conduct any research on the same field. In addition, this research will enrich their knowledge about students' problems in presentation and as the strategies to solve them.

Outline of this study

Chapter one of the research is called introduction which consists of background of the study, identification and limitation of the problem, research questions, purpose of the study, significances of the study, and the outlines of the research. Next, chapter two explains the literature review. This chapter explains issues in speaking skills, public speaking, oral presentation, oral presentation in EFL context, the difficulties of oral presentation, and strategies to handle oral presentation. This chapter also includes related studies and conceptual framework. Then, chapter three focuses on the research methodology in research design, research setting, research participants, data collection method, data collection procedure and data analysis. Chapter four presents and discusses the finding of the study, including the data description, and the result of oral presentation research. The last chapter concludes the research and provides recommendation of the research. The conclusion answers the research questions and give recommendations in this research.