

Chapter One

Introduction

This research was conducted to explore pre-service English teachers' strategies in applying presentation activity to senior high school students. In chapter one, the researcher discusses some parts; they are background of the research, statement of the problem, limitation of the problem, research question, the objective of the research, and the significances of the research.

Background of the Research

Presentation is an effective way to be used by students to practice their speaking ability. "Presentation makes the students gain their bravery and confidence in speaking in front of many people, it affects the students to increase their speaking skills," (Budiyanto et al., 2018, p.76). There are a large number of benefits of applying presentation activity in English teaching and learning process. Presentation activity incorporate these four basic elements, the first is sharing the statement and ideas clearly, the second is a discussion by changing the ideas and statement, and know well how to give and receive the opinion and suggestion from other (Sugito, et al., 2017).

However, presentation activity has several challenges on its practice. Some students are worried about talking in front of people. They also feel nervous before presenting their material. Thus, not all students could explain their presentation material clearly. They feel afraid and stressed out because they are not sure whether they are able to show their best performance in their presentation. It is in line with Bankowski's (2010) study that implied academic presentation causes some students to feel anxiety, confusion, and lack of understanding. Hence, students cannot perform their best performance in their presentation. Consequently, teachers should be more creative and inventive in finding out strategies to be

used in teaching presentation to the students. Therefore, a good teaching is a teaching process that can lead students to reach their goal and achievement in the classroom.

Presentation is one of the most used teaching activities in the classroom. Teaching through presentations has been applied by a large number of teachers in class, emphasized in all curriculums, and paid attention to by a large number of researchers (Grez, 2010, P. 1777). This indicates that before applying presentation activity to the students, teachers should perform an adequate example of using presentation in the classroom. The researcher investigated pre-service English teachers' strategies in applying presentation activity to senior high school students. The researcher has observed pre-service English teachers' strategies in applying presentation activity in the classroom to senior high school students which signified students facing difficulty to do their presentation. Therefore, it is important to know the strategies used by pre-service English teachers in the classroom when applying presentation activity to senior high school students.

Pre-service English teachers are students of the English Language Education Departement (ELED) at one of the private universities in Yogyakarta. Said university conducts an internship program to prepare the students to be a teacher. In the internship program, specifically in Teaching Practice program, pre-service teachers have completed two programs. The first program was taking observation in the classroom. The observation was conducted in the classroom while other pre-service teachers performed the Teaching Practice program. There were two to three pre-service teachers in the classroom; one of the pre-service teachers was teaching and their peers were making an observation of the teaching process.

When taking the observation, the researcher found a large number of issues in the classroom. For instance, the students feel nervous, anxious, and diffident when presenting their material. Moreover, students cannot manage their time and classroom situation when

explaining the material which resulted in the audiences feeling bored and sleepy. This particular problem encouraged the researcher to find out the strategies used by pre-service English teachers in applying presentation activity to senior high school students during their Teaching Practice internship program.

Statement of the Problem

Presentation is one of challenging activities for English learners. Presentation is one of the learning activities that uses verbal expression to develop students' speaking skills (Nadia, 2013). Thus, students may feel anxious about their presentation. Asnur (2017) stated, "the students, everyone also the experienced speakers, felt anxiety when speaking in front of many people, and it normally happens." (p. 48). Moreover, being nervous is also one of the challenges faced by students when presenting their material in front of people. Sometimes, the atmosphere of the class affects students' confidence before presentation. Class situation will affect students presentations; for instance, relaxed and comfortable situations will enhance students' confidence (Whai & Mei, 2016). Hence, pre-service teachers should support diffident students in the classroom and create organized class situation.

The English Education Department of a private university in Yogyakarta provides a course of an internship program to allow their students gaining experiences in teaching. The internship program has several benefits for the students as educator in the future. Based on the researcher's observation, there were several problems found in senior high school students' classroom, specifically the first-grader class.

First, there were students who could not follow the lesson material well due to teachers' unsuitable strategies for the classroom activity. The activities provided by teachers affect students' understanding in the classroom. However, the teacher used unsuitable teaching strategies to apply classroom activity. This indicates that the teacher had difficulty to find suitable teaching strategies to use in the classroom. For example, when giving lesson

material about songs, the teacher used discussion and essay writing as the teaching activities. Furthermore, teachers' views of teaching as an occupation are also strongly related to how well prepared they teach; such as preparing lesson material, activities, teaching method, and strategies to be used in the classroom (Darling-Hammond, 2002). Hence, it is better for the teacher to prepare adequate material, teaching strategies, teaching method, and kind of activities to be used in the classroom.

The second problem is the students' inability to deliver their presentation well because they did not have enough preparation, confidence, and team work when doing the presentation in a group. Moreover, the students also did not grasp the material and could not manage their presentation time. According to Freiberg (2002), "... organizing, scheduling, and budgeting one's time for the purpose of generating more effective work and productivity. Organizing strategies include effective planning, lesson design, attention to time management in the classroom." (as cited in Dolores Carr, 2013, p. 26). Hence, teacher should teach the students on how to manage time when delivering presentation. Students should know the time needed to deliver the material and the time needed to open the question-and-answer section.

The third problem is other students as the audience getting bored and sleepy during the presentation. Wallace (1980), as cited in Collins (2008), stated that listening someone speak aloud can be very boring. Therefore, students should follow the points such as, decide on presentation time limit, write down the presentation, speak from the outline notes, look at your audiences when speaking, and create a remarkable closing statement. In short, in doing presentations, is crucial for students to tell the audience about the main topic and stick to the presentation time limit.

The researcher focused on the strategies used by pre-service English teachers in applying presentation activity to senior high school students. Pre-service English teachers should prepare strategies to be used in their classroom early. However, sometimes, pre-

service English teachers feel confused in selecting suitable strategies for their students. Moreover, they also use unsuitable strategies in applying presentation activity in the classroom which makes the students bored and sleepy. Therefore, this study was significant to be conducted in order to dig the suitable strategies used by pre-service English teachers in applying presentation activity to senior high school students.

Limitation of the Problem

Based on the statement of the problem, the researcher focused on the strategies used by pre-service English teachers in applying presentation activity to senior high school students during their teaching internship program.

Research Question

In this research, the researcher only focused on one research question. The research question of this research is “What are the strategies used by pre-service English teachers to help senior high school students to conduct classroom presentation ?”

The Objective of the Research

The objective of this research is to explore the strategies that are used by pre-service English teachers in applying presentation methods to senior high school students during Teaching Practice program.

Significances of the Research

This research is expected to give significance and a valuable contribution to teachers or lecturers, senior high school students, and next researcher.

Teachers.

Teachers are expected to consider taking the pre-service English teachers' strategies in applying presentation activity in the classroom in order to acknowledge how pre-service English teachers apply suitable strategies and activities for the students in the classroom.

Senior High School Students

This research is expected to help senior high school students to understand presentation activity in the classroom better. The result of this research is also to make the students realize about the teachers' effort in help them to do presentation well.

Next Researcher

This research is expected to be an adequate reference for next researcher who focuses on pre-service English teachers' strategies in applying presentation activity in the classroom, specifically to senior high School students. The researcher expects next researcher to receive new knowledge from this research.

Research Outline

This research compares five chapters. The first chapter presents the introduction. It consists of the background, statement of the problem and limitation of the problem. Then, it provides research question and purpose of the study as well as significance of study.

The second chapter discusses about the literature review. It reviews the definition of teaching practice program, pre-service teachers to students, presentation activity, challenges of applying presentation activity, benefit of applying presentation activity to students, strategies in applying presentation activity, review of related study and conceptual framework.

The third chapter portrays research methodology. It defines type of the research and participants of the research. Data collection method and data analysis are explicated afterwards.

The fourth chapter discusses about finding and discussion of the research. In this chapter, the researcher analyzed all about the data from the participants. In addition, the researcher also compared with the relevant literature of the research.

The fifth chapter is conclusion. In this chapter, the researcher described about the result of the research. The researcher also compared and made relevant to the literature of the research in advance.