

Chapter One

Introduction

Several topics are explored by the researcher in this chapter. This chapter contains several important points. This chapter discusses the research background, identification of the problem, study delimitations, the research question, research objectives and the significance of the research. The researcher also presents the organization of the chapters in the final section.

Background of the Research

In the learning process, there are several learning activities that can influence learning success, especially in learning English. Learning activities involve communication and interaction between the teachers and their students or students with their peers. One of the most frequently used learning activities is oral presentation. This oral presentation can be said to be a way or means of sharing information with other people. An oral presentation is the same as a speech, but several things differentiate the two.

An oral presentation is a way to communicate someone's thoughts, ideas, or arguments verbally to listeners with the aim of influencing them, providing information, or providing entertainment. In an educational context, oral presentations are considered an activity that supports the learning process in the classroom. Usually, oral presentations are used for a specific purpose, such as conveying a topic or introducing new material to an audience. When making oral presentations, students will use their speaking skills in English to convey material to listeners, which in turn can help them develop their speaking skills. However,

although oral presentations can provide benefits for the development of students' speaking skills, oral presentations are also a challenge for them.

Several previous studies have been conducted regarding the application of oral presentations in EFL classes. Brooks & Wilson (2014) have examined the benefits of implementing oral presentations and the difficulties in implementing oral presentations in L2 classrooms. Researchers use observation to find data. Iqbal et al. (2019) also examined the challenges that prospective English teachers face when implementing oral presentations in the classroom. Phan et al. (2022) have also examined the factors that students may face when making presentations. From the studies mentioned, only a few researchers have studied the application of the use of oral presentations in developing students' speaking skills in English classes from the teacher's perspective.

The use of oral presentations has become a common practice in English language learning. In the English education department at a private university in Yogyakarta, many lecturers utilize oral presentations as part of their learning strategy. When making oral presentations in live class, there are variations in students' speaking abilities. Some are adept at conveying material fluently, while others may still need development in this regard. Even though this activity is done together, each student has a different level of speaking ability. Previous research shows that oral presentations have a positive effect on student perceptions. However, this research will focus specifically on how teachers perceive the use of oral presentations in improving students' speaking skills, in contrast to previous research approaches.

Identification of the Problem

In the place to be researched, several phenomena appear that are related to the research topic. In the English Language Education Department at a university in Yogyakarta, many teachers use oral presentations as a learning activity. Almost every semester, all courses use oral presentations to support the learning process because they are considered more flexible. In this case, the teacher must have estimated the time needed for students to prepare everything, starting from making power points and understanding the material to practice for oral presentations. That way, students should be ready in terms of delivering material and in terms of speaking for presentations.

The implementation of oral presentations in English Language Education Departments has a significant impact on students' speaking abilities. Before making an oral presentation, students are given time to prepare their material so they can appear ready in front of the class. However, on the other hand, there is still the problem of some students who may not be ready, and it can be a challenge for students when making oral presentations. Common challenges students face include difficulty speaking fluently in English and confusion in explaining concepts to an audience. In this study, the researcher wants to know more about whether there are benefits and challenges to using oral presentations in developing students' speaking skills from the teacher's perspective. The researcher will also not research other topics besides this research topic

Delimitation of the Research

The researcher only focuses on teachers' perceptions on the use of oral presentation in developing students' speaking skills. The main discussion of this

research includes the benefits of using oral presentations in developing students' speaking skills from the teacher's perception. This research also examines several students' challenges from teachers' perceptions on the use of oral presentations in developing students' speaking skills.

Research Questions

Based on the background above, the research formulates two research questions on teachers' perceptions on the use of oral presentation in developing students' speaking skills:

1. What is the teacher's perception of the benefits of oral presentations in developing students' speaking skills?
2. What is the teacher's perception of the student's challenges in oral presentation in developing students' speaking skills?

The Objective of the Research

Based on the research question above, this research's purposes are as follows:

1. To explore the teachers' perception of the benefits of oral presentation in developing students' speaking skills.
2. To find out the students' challenges in oral presentation in developing students' speaking skills perceived by the teachers.

The Significance of the Research

This research aims to provide positive benefits for several parties, such as teachers, educational institutions, and future researchers.

For Teachers.

As teachers, they can use this research to evaluate the use of oral presentations in learning activities. In addition, teachers can use this research as a reflection on their teaching. This research also helps teachers to identify what shortcomings students usually face when doing oral presentations. From the results of this research, teachers can innovate learning activities that will be used to minimize challenges that may happen during learning.

For Educational Institutions.

This research can be useful for educational institutions. The results of this research can be a basis for improving the quality of teaching, and developing learning materials, and can also help to improve the good name of an educational institution. The results of this research can also guide other educational institutions to optimize learning methods for developing students' speaking skills.

For Future Researchers.

Future researchers who read this research may benefit from conducting further research. Furthermore, future researchers can use the findings of this study as a theoretical description of further research on the same topic. From this research, future researchers can get ideas to explore further the use of oral presentation. Future researchers can also conduct research using different methods.

Organization of the Chapters

This research is divided into five chapters. The first chapter of this research is an introduction. In this introductory section, the researcher briefly

describes the study. This section includes the research background, problem identification, research delimitations, research question, research objectives, significance of the research, and organization of the research. The second chapter is a literature review. In this chapter, the researcher explains the theories related to the problem of study. Explaining these theories can help analyze the findings of the research. The third chapter is about research methodology. In this chapter, the researcher describes the plans carried out in research activities. The fourth chapter is the results of the research and discussion. This chapter provides detailed information about data collection from the study to analyze the data. Furthermore, the researcher also compared the research results with literature that is relevant to their research. The final chapter in this research is conclusions and suggestions. In this chapter, the researcher provides conclusions about research findings related to the research questions.