

## **Chapter One**

### **Introduction**

In this chapter, the researcher explains the background information related to the research problem. It provides the background of the study, the statement of the problems, the research questions, the purpose of the study, the significance of the study.

#### **Background**

Assessment is an important aspect in education. Nitko and Brookhart (2011) stated that assessment is used to make decisions as the process to find information about students, program and educational policy. Assessment encompasses a wider aspect for the student. It provides student response to the question, offers a comment or tries out a new word to give an opinion, and also the teacher involvement to increase student performance. By assessment, the teacher can understand the strength and weakness of student learning. Moreover, the teacher could decide the aspect that is appropriate to develop student skills.

There are four skills assessment in English which are inclined to use in a fully comprehensive assessment. One of them is speaking that is related to other skills. Speaking is the process to communicate through the use of verbal and nonverbal symbols to aim to know the meaning of language. Speaking skill can be assessed by knowing the articulating of sound, having sufficient vocabulary, and mastering structural or grammatical components. There are many ways to develop students' speaking skill, one of the effective ways is the presentation.

Presentation is one of the techniques in teaching and learning process that someone shows, describes, or explains something to a group of people. According to Petrus (2013), Presentation is one of the assessments commonly applied to university students that deliver a certain topic to the audience. In an oral presentation, one or more students in a group explain a

topic that is given by the lecturer to the audience. King (2002) stated that presentation is an effective activity that has been generally adopted by English Foreign Language conversation teachers to offer student oral ability. The process of oral presentation doing by student in senior high school is provides student skill to improve their presentation given by the teacher.

According to Zaine (2015), presentation is a way for students to speak in public; presentation makes students speak louder and explain the slides for the audiences. They can speak more using the target language in the classroom. Those practicing opportunities have a major effect to them to make students speak English fluently. The lecturer gives them the opportunity to use English language freely, to make mistakes, and to learn from that mistakes. Thus, it can be concluded that presentation creates student to have many opportunities to speak.

In this case, the researcher found some previous study about student's preception on the use of oral presentation to assess student speaking skills. Previous study is useful as a reference for the researchers in their research. It is used to show the difference between the previous research with the current research in order to avoid being a claim.

The first study was entitled "EFL College Students' Perceptions of the Difficulties in Oral Presentation as a Form of Assessment". This study was done by Nowreyah (2015). The participants of the study were students in the English Department at the CBE. The study used qualitative research. The study found that the students needed the preparation on their oral presentation to reduce their difficulties.

The second study was entitled "ESL Students' Language Anxiety in In-Class Oral presentations". This study was done by Yusi (2015). The participants of the study were students in Marshall University. The study used qualitative research. The study found that the students need their self- regulation strategies on their oral anxiety to face oral presentation.

The focus of the previous studies was on the reducing students' anxiety in conducting oral presentation, meanwhile the focus of the present study was on students' perception in oral presentation that required the student to prepare their strategy to reduce the lack and increase their assessment. In addition, the subject that was observed in this present study was the senior high school students in Sleman Yogyakarta, meanwhile the subject of the previous studies was students of English Education Department in Kuwait and china. In this study, the researcher employed observation and interview to collect the data, meanwhile the previous studies used interview and distributing questionnaire. Moreover, the instruments used to collect the data in the previous studies were questionnaire, whereas the instruments used in this study were field note and interview guide.

Based on background, student in privat senior high school in Sleman Yogyakarta has been involved an oral presentation in English class by teacher control to assess them. In the implementation, students conduct oral presentations in the group presentation or the individual presentation. The teacher gives several minutes for students to present the topic material to the audience of 30-35 students. During presentation, students show their best presentations. In addition, there were problems of English oral presentation that student should be handled. The problem includes: students did not understand the materials; they did not have good grammatical; they did not remember the material well; they were less confidence; they did not manage the time really well; and they could not connect their friend as an audience. The problem faced by students were important for them to find their diffiulties about voabulary, pronuniation, body language, grammatial and audience interest. This is the reasons why the researcher interested in conducting a research about *"The Senior High School Students' Perception on The Use of Oral Presentation to Assess Student Speaking Skills"*.

### **Statement of the problem**

The researcher choose this tittle because the senior high school has pass by him and fortunately the researher has conduct Internship there to know the oral presentation face by student at privat senior high school in Sleman as well. This privat senior high school in Sleman is one of senior high school that has a good grade in English teaching and learning process, some of the student really impressive to show English oral presentation in front of the teacher. The English oral presentation in privat senior high school in Sleman commonly group presentation and individual presentation.

In the meantime, student in senior high school has difficulty in performing English oral presentation. One of popular problem happened when students did not understand the material that they learn well. Second, students in senior high school did not have good grammatial skills. Third, sometime students in senior high school must be remembering the material that they would present to the teacher and audience, but the problem was they often forgot the material or the topic. Fourth, because they did not understand the materials well, they had less confidence to present English oral presentation to the teacher or audience. Fifth, students in Senior High School were less able in managing the time that was given. As a result, the student could not make a good presentation. The last, students in senior high school was connecting with their friend as an audience when they presented. Moreover, the students should explain the material clearly to make the audience interested.

### **Delimitation of the research**

In this study, the researcher wants to study about the senior high school student's preception on the use of oral presentation to assess student speaking skill. There are two main topics relate to this study. It includes the difficulties and strategies in doing oral presentations. In doing oral presentations, students have six difficulties and six strategies. Those six difficulties are understanding the material, grammatical problem, memorizing problem, lack of

confidence, time management problem, and connecting with audience problem. Additionally, the six strategies apply to face the difficulties in doing oral presentations. Those are focus on main idea of the material, learning grammar, memorizing, raising the voice, organizing the material, and making the comfortable condition. Moreover, the researcher used qualitative research as the research design. The researcher chose one of private senior high school in Sleman Yogyakarta as the setting of the place. In collecting data, the researcher used the interview that consisted of three participants from those school.

### **Research Question**

Based on the background, the writer identified the problem as follows:

1. What are the difficulties of doing oral presentation in speaking assessment faced by the senior high school students ?
2. What are the strategies used by senior high school student in doing oral presentation in speaking assessment ?

### **Research Objective**

Based on the research questions, the purposes of this study can be formulated as follows:

1. To Investigate the difficulties of doing oral presentation in speaking assessment faced by the senior high school students.
2. To find out the strategies used by senior high school student in doing oral presentation in speaking assessment.

### **Significance of the study**

***For teacher.*** As the person who handled oral presentation, the study will be beneficial for the teacher as the evaluation. For this case, the researcher tried to help the teacher to solve oral presentation that conduct by students in senior high school.

***For educational school students.*** The researcher hopes that the students from senior high school can be more motivated to perform oral presentation.

***For the institution.*** The result of the research will be beneficial for senior high school in Sleman Yogyakarta as a place of doing the research in order to give a reference for the teachers to develop their learning goal through effective oral presentation.

***For other researchers.*** This research can become a reference for other researchers who want to conduct the similar research in the future by providing the students' difficulties and the strategies of doing oral presentation.