

## **Chapter I**

### **INTRODUCTON**

This chapter covers the basic information of the study. This chapter consists of background of the study, statement of the problem, objective, and significance of the study, theoretical framework, assumption, limitation and scope, definition of key terms, and organizational of the study.

#### **1.1 Background of the study**

As AEC (ASEAN Economic Community) has entered Indonesia, abilities in spoken and written English are substantial. Particularly, ability in spoken English is required to organize such communication in exchanging information. It is because English is given status as an international language and used as the working language in 85% of international organizations (Crystal, 1997: Nazara, 2011).

One of essential aspects in spoken English is public speaking. Public speaking is a way of sharing information with small audience or big audience using spoken words. Speaking to inform or known as presentation is one of the various types of public speaking. People have noticed the importance of presentation as a skill that needs to be mastered. They consider that presentation skill holds main role for their career option. Furthermore, they believe that mastering presentation is a key to survive in the global economic community as well as to promote themselves in business settings. Constantly, numerous people are enrolling for speaking courses which teach presentation to master the skill.

Presentation is commonly seen as challenging and complex in term of interaction and mental processes and suggests more research to be conducted (Morita, 2000). Presenting can be very daunting for most people regardless how big the audience is. This happens because they have to manage a well-organized presentation and critical thinking in order to deliver such meaningful presentation and also required to choose suitable expressions hence the ideas of the presentation will not be lessened. Moreover, the fear of being judged because of grammar, pronunciation and word mistakes increases the fear of delivering presentation. For non-native speakers delivering presentation is seen as a difficult task to do since English is only used in educational place.

This situation brings up awareness to Indonesian schools, universities and also informal English courses. They attempt to intensify their teaching in spoken English especially presentation skill activity, in order to create qualified graduates who are not only capable to speak in English fluently but also possess excellent skill in delivering presentation. Graduates proficiency in oral communication skills is compulsory in order to function effectively in the professional setting (Živković & Stojković, 2011). In order to support this purpose, schools and university have placed public speaking in their curriculum and presentation skill activity as the sub unit of the speaking course.

English Education Study Program Faculty of Teacher Training and Education of Widya Mandala Surabaya Catholic University has recognized the importance of mastering spoken English especially presentation skill in creating qualified and professional future teachers. Therefore, the English Education Study Program

holds speaking courses to support the purpose. Speaking class in English Education Study Program is divided into three courses; Speaking A, Speaking B, and Speaking C. Each class is offered every semester, starting from the second semester to the fourth semester. In Speaking B the course is focusing on discussion, meeting and presentation. Presentation activity is placed in Speaking B course which is third semester.

Tonc (2000) defines the term presentation as a structured communication based on the actual audiences' needs in order to achieve certain purpose within a given allocation of time, where the overall goals are providing information and promoting thoughts. Moreover, presentations are form of communication and if we can deliver presentation effectively it ceases to be difficult. However, they are far from being simple communication and they frequently require additional skills of persuasion and influence (Tonc, 2000).

King (2002) implied to train and promote the ability of students' presentation skill have several activities needed to be followed. The activity started from the teacher roles, presentation performance to feedback session.

Furthermore, presentation is believed as an impeccable way to train critical and problem-solving thinking. Živković (2014) explained that designing effective presentations implies developing their insightful and well-trained thinking strategies that can create precision in communication without distorting scientific or vocational issues. The results are functional, which means improving the quality of presentation actually improves the quality of thought, and vice versa.

Based on the above definition, the researcher believes that presentation activity provides benefits in improving the students' presentation skill as well as speaking skill. Nevertheless, some students of English Education Study Program Faculty of Teacher Training and Education of Widya Mandala Surabaya Catholic University lack the ability of presenting ideas. Therefore, English Department of Widya Mandala provides presentation activity in Speaking B. In line with this reality, the researcher concerned to dig deeper about the students' perceptions of Presentation activity in Speaking B. For this concern, a study entitled English Department Students' Perceptions on Presentation in Speaking B is worth conducting.

### **1.2 Statement of Research Question**

Based on the title and the background of the study, the research major question was formulated as follows: What are the students' perceptions on presentation activity in Speaking B?

The research minor question was formulated as follows:

1. What are the students' perceptions on the lecturer guidance?
2. What are the students' perceptions on the presentation preparation?
3. What are the students' perceptions on the presentation performance?
4. What are the students' perceptions on the feedback giving and assessment?
5. What are the students' perceptions on the presentation skill improving activity?

### **1.3 The Objective of the Study**

In accordance with the statement of the problem, the study was projected to find out the students' perceptions on presentation activity in Speaking B.

#### **1.4 Theoretical Framework**

Several theories are used as the framework to accommodate the study. The first theory is the theory of speaking. The second theory is the theory of presentation which covers the definition of presentation skill, the definition of presentation activity, the importance of presentation, the advantage of presentation and procedures of presentation activity: lecturing guidance, preparing presentation, presentation performance, and feedback giving and assessment. The presentation theory is used to describe the focus of the study about the students' perception toward presentation in Speaking B. The last theory, the perception is used to examine the students' responses and to find out their perception toward presentation skill activity.

#### **1.5 Significance of the Study**

Based on the finding of this study, there are some beneficial gains which can be used by both the teachers and the next researchers:

1. The researcher expected the result of this study would give significant information about students' perception toward presentation activity for the lecturers of English Education Study Program Faculty of Teacher Training and Education of Widya Mandala Surabaya Catholic University which expected to be meaningful feedbacks for the lecturers of Speaking B. In addition, for teachers or lecturers, this study offers presentation activity as another alternative in teaching speaking. Moreover, teachers and lecturers can use this study as a reference to evaluate the application of their presentation activity in the classrooms.

2. For the next researchers, this study can be a helpful reference for the next studies on the related topic.

### **1.6 Assumption**

1. This study was conducted under the assumption that every student of Speaking B course had perception toward presentation activity. Furthermore, each learner's perception was elicited for the purpose of the study.
2. Every lecturer followed the same lecturing procedure in the activity despite their different lecturing style.

### **1.7 Limitation and Scope**

The course was offered to the students of the English Education Study Program Faculty of Teacher Training and Education of Widya Mandala Surabaya Catholic University in the third semester. The researcher planned to collect the data using questionnaire distributed to the students under the study and interview some of the students. The data were elicited from students of English Education Study Program who had passed Speaking B and had experienced the whole presentation activity. At last, this study intended to figure out how presentation activity improves the students' presentation skill based students' perception gained from presentation experience.

### **1.8 Definition of Key Terms**

To avoid misconception, the key term are defined as follows:

### **1. Perception :**

Demuth (2013) defines perception as a natural phenomenon of perceiving the reality and processing it into new information: there are two groups of perception according to direction of information movement: top-down and bottom up.

### **2. Presentation :**

Tonc (2000) defines the idea that presentation as an organized communication based on the actual audience's needs in order to accomplish a certain purpose within a given time allocation, where the complete aims are providing information and promoting ideas.

### **3. Presentation Activity:**

King (2002) explains presentation as an effective communication activity that EFL conversation lecturer has widely adopted in order to promote students' presentation proficiency as well as to advance students speaking skill which includes a) handouts guidelines, b) choosing topics and gathering information, c) handling technical problem, d) holding presentation and Q and A session, e) lecturer and peers' feedback and lecturer evaluation.

### **4. Presentation Activity in Speaking B:**

Presentation activity in Speaking B covers several activities which done by lecturer and students. The activities are lecturer guidance done by the lecturer, presentation preparation and performance done by the students, and feedback giving and assessment done by both lecturer and students.

## **5. Speaking B Course:**

Speaking B is a four-credit course held and offered by the English Department to the third semester of English Education Study Program Faculty of Teacher Training and Education of Widya Mandala Surabaya Catholic University to promote the students with the skills of conducting presentation, meeting and discussion. The purpose is to give the opportunity for the students to demonstrate their knowledge of discussion and meeting and the speakers' roles during the discussion and meeting. The students are also equipped with the necessary language function in a discussion and a meeting. After the course, the students are able to implement knowledge and language function in in a real discussion on a given topic and a real meeting purpose (*Buku Pedoman Akademik 2017-2018*).

### **1.9 Organizational of the Study**

The researcher organized this study into three chapters. First chapter presents the background of the study, statement of the problem, objective of the study, significance of the study, theoretical framework, scope and limitation, assumption and the definition of key terms. Second chapter contains the review of related literature and previous studies. Third chapter presents the research method which covers research design, the subject, and the instrument. Fourth chapter includes findings of questionnaire and interview and discussion of findings that had been associated with the theory on the second chapter. Finally, the fifth chapter consists of conclusion and suggestions of the study.