

CHAPTER I

INTRODUCTION

This chapter presents the introduction of this study. The discussion begins with the background of this study. Research questions, which become the guideline of this study and the aims of the study, are presented next. The discussion goes on to the scope and significance of this study. Finally, this chapter is ended with the paper organization.

1.1 Background of the Study

Basically, speaking is the basic skill of language learning and the priority for second-language or foreign-language learners (Richards, 2008: 19). It is because the learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richards, 2008: 19)

In English learning context, speaking is one of the English competences that have to be mastered by English students. However, it is actually not easy for them to speak English as a foreign language. In this context, Pinter (2006: 33) states that one of the biggest defiance for language learners is producing the language fluently and accurately. Speaking fluently and accurately is the hardest thing to do by the language learners because they have to practise a lot and think and speak the target language together (Pinter, 2006: 33).

English students are demanded to be competent in English so that they must have speaking or communicative competence as the expected goal of learning the language. In this context, English students are expected to speak communicatively. To achieve that expectation, many lecturers attempt to provide a classroom performance activity for the students. According to article of Effective Learning Service (2006: p.2) published by Management School of Bradford University, the lecturers usually ask their students to do a presentation which is useful to offer an opportunity to the students to develop their verbal communication or speaking skill in public.

Presentation becomes one of the ways in applying students' speaking performance in the classroom. It is as a tool which can help the students to get involved actively in the learning process. Presentation, according to King (2002: 58), is an effective communication activity that has been widely adopted by English Foreign Language conversation teachers to promote oral proficiency. It is also relevant to Kartimi's suggestion that presentation is the ability in using oral language to explore idea, intention, thought, and feeling to other people as a way to make the hearer understand the message clearly (Kartimi, 2005: 124).

In a presentation, as Cameron says, a speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that a listener will understand (Cameron, 2001: 222)

The students have to deliver the subject material and the lecturers give feedback on the students' performance in presentation. The lecturers could check several components of speaking competences of each student, such as pronunciation, grammar, vocabulary, fluency, and comprehension that are generally recognized in analyzing the presentation process (Harris, 2006: 79). Hence, students who want to be able to present and speak well should have those integrated components.

Based on the explanation above, it is assumed that presentation can be an appropriate way in applying students' speaking competence. In the light of the above issues, this study attempts to analyze students' speaking competence in presentation including their accuracy and fluency even their interaction to the audience. Moreover, this study attempts to find out aspects of good presentation shown by the third-year English students and their responses toward the use of presentation in applying their speaking competence.

1.2 Research Questions

There are three major questions addressed in this study.

1. How is students' speaking performance in presentation?
2. What aspects of good presentation are shown by third-year English students?
3. What are students' responses toward the use of presentation in their speaking performance?

1.3 Aims of the Study

Considering the questions formulated above, the aims of this study are:

1. to analyze students' speaking performance in presentation.
2. to find out aspects of good presentation shown by third-year English students.
3. to find out the students' responses toward the use of presentation in their speaking performance.

1.4 Scope of the Study

The study covers three main parts of discussion. First, the study analyzes the students' speaking performance in presentation suggested by Council of Europe (2001). Second, this study finds out aspects of good presentation proposed by Duarte (2008) which are shown by third-year English students. The last, this study attempts to find out the students' responses toward the use of presentation in their speaking performance.

1.5 Significance of the Study

This study is expected to give significant contribution to others, especially English students and other researchers. Firstly, this study is expected to enrich the literature of speaking and presentation, especially students' speaking performance in presentation, and it may be used as one of the references for the future research. Secondly, this study is also expected to give contribution to those who want to analyze language learning through students' speaking performance in

presentation. Lastly, this study is also expected to be beneficial for English students to enhance their understanding of speaking performance in presentation.

1.6 Organization of Paper

Chapter 1 Introduction

This chapter presents brief introductions to the area of investigation. It consists of an introduction which provides the information of background of the problems, the research questions, the aims of the research, significance of the research, scope of the research, and paper organization.

Chapter II Theoretical Review

The second part of this study deals with the theoretical foundation. This chapter delivers the theories used to analyze the data gathered.

Chapter III Methodology

This chapter describes the process of investigation. Moreover, this chapter presents the research methodology which deals with research design, research participants, and procedure in collecting the data and data analysis.

Chapter IV Findings and Discussions

This chapter provides the results of the research and discussion of the research findings obtained from the exploration of observations, and interviews.

Chapter V Conclusions and Suggestions

This chapter presents the overview of all findings consisting of conclusion and suggestions and recommendations for further research.