

CHAPTER I

BACKGROUND

This chapter will review the background of the study, statement of the problem, limitation of the problem, the aims of the study, significance of the study, research method of the study, participants, data collection of the study, and clarification of the key term.

1.1 Background

As one of the aspects of communicative competence, speaking plays an important role. Speaking is a form of verbal communication, and it is more than just pronouncing the words. According to Brown (1994), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, environment, and the purposes of speaking.

Students assume that speaking is a difficult activity in the classroom. Students face many difficulties when they are involved in a speaking activity, such as nervousness, grammatical difficulties, pronunciation error, and so on. In speaking activity, students should explain their idea orally and spontaneously. Pinter (2006)

argues that for some language learners, speaking fluently and accurately is a difficult challenge because they should think and speak at the same time.

Problems of speaking appear when teaching speaking does not give many contributions to students' speaking skill mastery. Nunan (1993) states that there are some challenges in teaching oral skill in EFL classroom namely lack of motivation, get students to speak, and use of the first language. Most of English classes in Indonesia tend to use their mother tongue rather than practice English. Students are reluctant to speak English, even though in speaking class. Moreover, speaking requires students' attention and contribution to master the skill.

In EFL setting, learning how to speak English is labeled as speaking subject. Generally the goal of speaking subject is truly to enable students to communicate in English. According to Lawtie (2004), in teaching speaking teacher must be able to build students' motivation to speak and one of the ways to encourage students to speak in English is simply to speak in English as much as possible in class. It means that teacher plays an important role to create an interesting teaching and learning process. Therefore, teacher should find the appropriate strategy in teaching speaking. One of the appropriate strategies in teaching speaking is presentation.

Presentation is one of the tools which can help students to actively get involved in the learning process, especially in the speaking activity. Blair (2007), states that one of the potentially effective methods in speaking subject is presentation.

Kayfetz and Stice (1987) say that presentations encourage students to practice language appropriate to specific academic contexts.

Presentation which is used by many teachers as a tool to involve students in speaking activity has an effect to the students' language learning. Presentation helps in many ways such as increasing communication ability and sharing ideas with others. Somantri (2005) states that the goal of applying presentation method is to train students to develop speaking skill as well as analytical and critical thinking.

Since presentation has taken serious part in speaking activity, the study is conducted in order to know the students' perception on presentation in Speaking in Professional Context subject.

1.2 Statement of the Problem

The problems that are going to be discovered in the study are stated in the following research questions:

1. What perceptions do students have on presentation in Speaking in Professional Context subject?
2. What obstacles do students face in conducting presentation?

1.3 Limitation of the Problem

The study will only concern on the students' perceptions, obstacles, and strategies to encounter those obstacles in conducting presentation in Speaking in Professional Context subject.

1.4 The Aims of the Study

Based on the problems formulated above, the study is investigated in order to meet the following aims:

1. To figure out students' perceptions on presentation in Speaking in Professional Context subject.
2. To figure out students' obstacles in conducting presentation.

1.5 Significance of the Study

In relation to the research which deals with students' perceptions, Wittrock (1986) states that perception is a variable in the learning with reference to the students' and teachers' thought and opinion involved in the process of instruction. Knowing students' perceptions is crucial because it can affect the construction of

instruction and teaching environment and also teaching directly affects students' learning process. It can give teachers feedback and improve their instruction.

1.6 Research Method

In an attempt to investigate students' perception on paper presentation in Speaking in Professional Context subject and the problems in conducting paper presentation, the study employs case study. It is a method used to narrow down a very broad field of research into one easily researchable topic. (Martyn, 2008).

1.7 Participants

The study is conducted at English Department of UPI. The sample of the study is the first year English department students, especially students who have taken English subject which used paper presentation in the learning process, in this case in Speaking in Professional Context subject. 30 students are selected to be the respondents of this research.

1.8 Data Collection Procedure

1.8.1 Instrument

Two instruments are used in collecting the data. There are questionnaire and interview. A set of written questions is distributed to the respondents in collecting the data. Interview is also used in collecting the data, in the effort of gaining the data that could not be gained from the questionnaire.

1.8.2 Steps in Collecting Data

The first step in collecting the data is preparing the observation by finding the class that suits with the objective. The class that is going to be observed in the study is the first year English students of UPI who have taken Speaking in Professional Context subject. Second, a set of questionnaire is distributed to the sample of the study, then scoring students' response.

The third step is processing the data using percentages statistics, and then data is interpreted and analyzed. The last step in collecting the data is directing interview. This can provide additional information that is missed in observation and can be used to check the accuracy of the observation. The interview will be conducted in respondents' first language, which is Bahasa Indonesia.

1.9 Clarification of the Key Terms

To avoid misunderstanding and to make the discussions run appropriately, there are several terms that need to be clarified:

- **Perception:** A way of seeing and understanding something, in this case is English students of UPI who have taken Speaking in Professional Context subject.
- **Presentation:** A practice of showing and explaining the content of a topic to an audience or learner (in this case is the use of classroom language).