CHAPTER I

INTRODUCTION

This chapter presents five crucial areas. The first area to be discussed in section 1.1 focuses on the Background of the Research. The second area to be talked is about the Research Questions in section 1.2. Meanwhile, section 1.3 concerns on the Purposes of the Research as the third area of the chapter. The fourth area taken in section 1.4 relates to Significance of the Research. And the fifth area to be focused in section 1.5 is the Clarification of the Terms used in this research. Each area will be deliberately explained detail through the following discussion.

1.1 Background of the Research

Teaching and learning an oral presentation is considered challenging for some teachers as well as students (King, 2002; Miles, 2009). In the teacher's side, teaching oral presentation is considered challenging because they find difficulties in preparing students the skill of presentation and choosing appropriate method and media to teach oral presentation (Katchen, 1991; Miles, 2009; Brooks & Wilson, 2015). Meanwhile, in the students' side, learning oral presentation is considered challenging because many students are feeling uncomfortable, afraid and unprepared of making any speech or speaking in the public (King, 2002; Jordan, 2007).

Some teachers find out that teaching oral presentation is challenging because they have to prepare students the skill of presentation, they cannot simply ask students to come forward and do a presentation (Brooks &Wilson, 2014). That is why, the teachers need to ensure that the students are prepared with the skills of presentation which may include "when to use eye contact, how to organize a presentation, (how to) connect with an audience, (how to) use body language and manage time, and how to construct an effective PowerPoint presentation" (Ottoshi & Heffernen, 2008, p. 74).

To prepare the students the skill of presentation, the teachers need structured planning and organization (King, 2002). The first preparation can be started by delivering some general views such as the difference between spoken English and written English, explaining the purpose of visual aids, helping the students to conquer the fear of making grammatical errors, and developing the students' summarizing and outlying skills (King, 2002).

Moreover, some students thought that learning oral presentation is challenging since they know that they have to be used to speak in the public which becomes one of their fears. They feel uncomfortable and unprepared because lack the core fluency (Jordan, 1997). In addition, King (2002) also stated that students' speech anxiety, group boredom, and limited presentation skills are the major problems that lead to students'oral presentation failures. Thus, some students considered speaking in the public as one of the frightening activities.

In addition, an oral presentation is considered time-consuming, because in the same time a student is presenting and others are listening which will lead to boredom (Ross, 2007). Therefore, the appropriate method and media play an important role to assist teachers to teach the best they can and to motivate students to participate fully in the classroom. Thus it can lead to a maximum result in oral presentation skill.

In order to be able to improve the core of fluency as well as to solve students' anxiety and boredom, the appropriate method is required to make students participate fully in the oral presentation teaching and learning the process. By joining the class they can be motivated better to put all their attention to the lesson. Hence, as the time goes by, the students can also motivate their oral presentation performance. So, they will be ready for future challenges.

Seeing the challenges faced by both teacher and students, it is important to use a clear, step-by-step method for teaching English oral presentation to students (Shimo, 2011). The use of the clear and step-by-step method in teaching oral presentation have been offered by Stoller (1988) through the use of video as instructional media. The steps consist of three main steps; previewing, viewing, and post-viewing, further explanation is described in Chapter II.

It is considered that implementing video as instructional media can assist the process of teaching and learning oral presentation (Akkoyunlu, 2005). The video as instructional media can assist both teacher and students to reach the purpose of teaching and learning process (Akkoyunlu, 2005). In the teacher's side, video can help the teacher to provide media to attract students' motivation to participate fully in the activities (Lonergan, 1984; Tomalin &Stempleski, 1990). While in the student's side, video can give the students more models of presentation performance to lead them to practice better (Sauve, 1993: 102; Burns & Joyce, 1997). In addition, the video also provides the students the chance to replay the video as many times as they need so it can make students become self-critical because they can see the problems, points and trace their improvements (Kirkgoz, 2011).

However, many teachers have used video as instructional media in teaching but do not find it helpful for the process of teaching and learning. One of the reasons is the lack of knowledge on the technique of using video as instructional media in oral presentation class (Stoller, 1988; King, 2002). That is why the technique of using the video as instructional media is necessary to be learned by teachers so they are able to maximize the teaching and learning the process. Besides, students' reluctant to the process of oral presentation teaching and learning was also considered as the effect of the lack interesting side of chosen media. Thus, the material taken from the video is considered to be able to minimize students' reluctant to the oral presentation class. Therefore, one of this research's purpose is to know the way the video used as instructional media in oral presentation class.

The technique of using video as instructional media as has been proposed by Stoller (1988) that it has three steps which consist of previewing, viewing and post-viewing activities. Previewing activity is the activity conducted before watching the video (Stoller, 1988). The activities are including; students' interview, problem-solving, discussion, brainstorming activities, video summary, information gap exercises, and vocabulary work. While viewing activity the activity held in the middle of watching the video, the activities are involving; directed listening, information gathering, film interruption, and second screening. In Addition, post-viewing activity is the activity done after watching the video, the activities are including; interview, video summaries, alternative endings, discussion, comparison, agree disagree activity, ranking/ group consensus, paragraph organization, speed writing/ speaking, note taking, role play, and debates.

The previewing activity aims at stimulating students to watch the video and participating fully in the whole class activity (Stoller, 1988). This activity is usually in the form of inviting students to have critical thinking. Students are invited to be able to create and deliver questions as well as answer those questions in students' interview previewing practice. They are also stimulated to be able to solve certain problems through problem-solving practice. Through discussion, students are led to be argumentative and open-minded, so they can accept others' thought during discussion practice. While students are encouraged to be a more critical thinker and good predictor through brainstorming activity, video summary, and information gap exercise. Finally, they are also invited to be able to enrich their own vocabulary through vocabulary work activities.

Viewing activity has a purpose of making students be aware of certain fundamental

information during the process of watching the video (Stoller, 1988). Students are directed for some information while watching the video in directed listening activity. They are also encouraged to gather some information during watching the video through information gathering practice. In the middle of the video, students can ask the teacher to pause the video for a while to interrupt. In addition, they can also ask the teacher to pause the video to do the second screening i.e. to repeat certain screen to understand more points better.

The post-viewing activity aims to ensure whether students have comprehended the materials or not (Stoller, 1988). This part is conducted after watching the video. Students' understanding can be tested through students' interview, video summaries, alternative endings, discussion, comparison, agree disagree activity, ranking/ group consensus, paragraph organization, speed writing/ speaking, note taking, role play, and debates.

In scoring students' oral presentation performance, teachers usually hold the components of the oral presentation. Those components have been proposed by Windle &Warren (2013) which consist of verbal, para- verbal, and non-verbal component. Verbal component is the words we use and choose in communication. Meanwhile, Para-verbal is the way we deliver the chosen words and content. And non-verbal is the way we communicate through posture, gestures, facial expression, and spatial distance.

The detail description of oral presentation component is still under discussion. Some of them are proposed by National Council of Teachers of English (2004) and McCullen (199). NCTE (2004) stated that the components of oral presentation consist of three main umbrellas, those are Verbal skill, Para Verbal skill, and Non-Verbal skill. Furthermore, the verbal consist of enthusiasm and elocution. While the para-verbal consists of subject knowledge, organization, and mechanics. And non-verbal consists of eye contact, body language, and poise. In addition, McCullen (1997) does not categorize the components into the main umbrella; it was stated that the components of oral presentation consist of Organization, Subject Knowledge, Communication Aids, Mechanics, Eye Contact, Oral Delivery, Personal Appearance, and Questions.

In this research, the detail of whole activities related to how the video used as instructional media in oral presentation class is presented. The activities cover the three main part based on Stoller (1988) as mentioned above, those are; previewing, viewing, and post-viewing activities. While the oral presentation scoring is based on the three components

of oral presentation proposed by Windle & Warren (2013) those are; verbal, para-verbal, and non-verbal component. This research tries to discover the process of using video as instructional media in oral presentation, students' response to its implementation, and the effectiveness of using video as instructional media in the oral presentation.

Particularly, the research on the use of video as instructional media has also been conducted by Tugrul (2012) it was found that through video, students evaluated the presentation performed in video integrating into learning environment as highly effective at enhancing the learning outcomes and enriching the classroom education. In addition, the research on the use of video as the mean of teaching is not only conducted in English speaking class but also in the implementation of reflective teaching as conducted by some researchers like Scott, Kucan, Correnti, Miller (2013); Sayin (2013). It is also used in other scientific fields such as in business administration field accomplished by Tugrul (2012), psychological analysis by Mercer (2010), and even in assessing and illustrating abnormal eye movements by Harris et al. (1992).

1.2 Focus of the Research

The focus of this research is on the implementation of video in English presentation class, students' responses toward the implementation and its efficiency for students' presentation skills.

1.3 Purpose of the Research

This research is conducted to reach the following purposes:

1. To observe the implementation of video as instructional media in oral presentation class
2. To investigate students' response on the use of video as instructional media in an oral presentation class.
3. To find the effectiveness of using video as instructional media for students' presentation skills.

1.4 Research Questions

This research investigates those questions:

1. How is the implementation of video as instructional media in oral presentation class?

2. What is students' response on the use of video as instructional media in oral presentation class?

3. How effective is the use of video as instructional media for students' oral presentation skills?

1.5 Significance of the Research

This research is aim at investigating the use of video as instructional media in English presentation class, how it is used as a teaching media in oral presentation class, students responses to the implementation of video as instructional media in oral presentation class, and its effectiveness to students' presentation skill based on students' oral presentation score.This research is expected to be able to give benefits in terms of theoretical, practical and educational policy, specifically in teaching and learning English. Theoretically, the results of this research can enrich the theories on the use of educational technology, especially the use of video seen from students' perception side. Practically, it will give significant consideration for educators to use video in the teaching process. Finally, in term of the policy, it is expected that this research could give insights for the government and policy makers to facilitate the use of video for teachers so that they are able to implement it as good as possible.

1.6 Research Methodology

This research is employing a mixed method study with a descriptive design. Whilst mixed method research design is used as it is combining two common designs in one research; observation (qualitative data), as well as questionnaire and score analysis (quantitative data), are used to elaborate the findings (Sieber, 1973).

The site of the research is in a School of Applied Science, Informatics Managementin Telkom University Bandung Indonesia. The participants are the second-year students majoring in Informatics Management taking English 3 course, Thirty-six learners are chosen to be the respondent of the questionnaire. The research used purposeful sampling. The reason for choosing those respondents are because they are taking English 3 (Oral Presentation class) and they are in intermediate level.

There are two types of instruments used in this research, primary data and secondary data. The primary data of this research is gathered through three research instruments;

observation, questionnaire, and score analysis. The data from observation is gathered to answer the first research question on how the video is implemented in English presentation class. While the data from the questionnaire is used to answer the second research questions on students' responses to the use of video as instructional media in oral presentation class. In addition, the data gained from score analysis is aiming at answering the third research question on how it give impact to students' presentation skills based on pretest and post-test score. In addition, the secondary data of this research is gathered through interview. The interview data is used for strengthening the result of the questionnaire related to students' response to the implementation of video in oral presentation class.

During the observation, the process on the use of video is recorded then transcribed, coded and categorized qualitatively. While the questionnaire is distributed focusing on students' responses to the use of video as instructional media in oral presentation class. The questionnaire result is analyzed using an appropriate statistical analysis quantitatively. The data from document analysis is in the form of score analysis, is taken from students' pretest and post test score. The score is analyzed using the statistical method. The data taken from interview is recorded, transcribed, coded, and categorized based on the priority. The whole results from the research instruments are compared, combined and integrated using the triangulation method to keep its reliability and validity.

1.7 Terminology

To avoid misunderstanding, some main terms are defined as follows:

1. A video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case off-on-screen print and closed-captioning (Mayer, 2001). It is one of the mediating tools and processes underpinning students' teachers' professional learning and sits alongside other activities such as mentoring, peer review and action inquiry (Lofthouse & Birmingham, 2010).

2. Instructional Media: all the materials and physical means used to implement instruction and facilitate students' achievements of instructional objectives (Brame, 2015).

3. Oral Presentation: According to Powell (2010) oral presentation is the communication skills to offer consideration or display which covers the ability of structuring talk,

fine-tuning delivery, designing visuals, mastering body language, etc. This research focuses on students presentation performance which is recorded and evaluated in class discussion. The discussion points out those mentioned abilities.

1.8 Organization of the Paper

This paper is divided into five chapters. Chapter I describes the general idea of the research. Chapter II explores the theoretical frameworks of the research. Chapter III elaborates the research methodology. Chapter IV presents the data analysis, discussion, and findings of the research. Finally, Chapter V concludes the research and offers suggestions.