

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the research background, formulation of research problem, research objective, significant of the study, the definition of key term, and the organization of the study.

A. Background of the Research

Everyone in the world must communicate each other, they use language to express inner thoughts and emotions, to make sense of complex and abstract thought, to learn and to communicate with others, also to fulfill our wants and needs. Many students are shy in speaking, because the students' attention in speaking are not good. As we know that communication is one of the human basic needs in life, apart from the purposes. One of effective way of doing communication is by speaking. According to Nurhayati (2016), language is used to create a meaningful communication among human beings. In other words, communication is the main function of language. Communication is impossible without shared knowledge and assumptions between speakers and hearers. Speaking is the most basic medium of communication by humans. Speech helps us to communicate our thoughts, ideas, suggestions, comments, etc in the most natural and reliable way without much distortion of information. Communication is very important to have fair and justified

decisions at various levels of society. Speaking is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak their express of ideas even in simple form of conversation. Day by day, people need not only speak using their mother tongue but also using a foreign language, especially the international language which most of people of the world use it, English. So, as the key of communication, English speaking skill must be very important, especially for EFL learners.

In Indonesia the status of English as a foreign was declared formally in 1955 in a teacher trainer conference (Lauder, 2008). Although the country was not colonized by the British, the language has become a significant part of the nation's institution. The exigencies of the language's import in transacting business and communicating with neighboring countries such as Singapore, Malaysia, India and other countries in the opinion of Lauder (2008) makes the learning inevitable.

The teacher have to explain about studying speaking is very important for themselves. It is caused by the importance of studying speaking cannot be separated from the speaking role as the key of communication. According to Thornbury (2005:1), speaking is very important for daily life and he recommend learning and mastering more than one language, especially English as international language. So, studying speaking is one of students' efforts to prepare them to follow international relationship next day.

One of the difficulties in speaking English is a student who has a fear of speaking, because if he mispronounces a friend will be laughed at by him and he will emerge feeling embarrassed so he no longer wants to try. Finally students will no longer be confident in speaking English.

Several language experts have attempted to categorize the function of speaking in human interaction. According to Brown and Yule, as quoted by Richard and Renanda (2007), "the function of speaking is classified into three, there are talk as interest, talk as transaction, and talk as performance". Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

Oral Presentation is a kind of activity of communicating ideas and information in front of audiences. So oral presentation also can make students confident. According to Barker (2000:115) oral presentation is like a formal conversation, speaking to a group as a natural activity. By using Oral Presentation, the students are invited to practice speaking in front of the class with their own chosen topic, so it will improve the students' speaking skill especially in public speaking. Oral presentation also enables the students to do question and answer sections in front of audiences so the students must be confident. So it can improve the students' participation in the classroom.

Al-Issa and Al-qubtan (2010) divided oral presentation into two types: guided and free. They stated that guided oral presentation is used with lower-intermediate or intermediate students' language proficiency

level. In guided oral presentation, students should not be guided in appropriate use of grammar, lexical items and time allocation. And also students are expected to prepare handout to the listeners in the classroom to follow. One of the benefits of using guided oral presentations in the classroom is the opportunity that they present for learners to use their L2 to communicate with others in a natural way (Apple, 2006). If the activity is properly scaffolded, participating in an oral presentation can provide students with an enjoyable learning experience that allows them to interact with others using only their L2. This is because presentations require the students who are giving the presentation to use only English to communicate an idea to one or more interlocutors. This type of communication is one of the most important goals of communicative language teaching. Also, guided oral presentations allow students to engage in a cooperative task that requires them to use English to explain their ideas and to negotiate meaning with a larger community of language learners while they are planning and practicing their presentations (Apple, 2006). A guided oral presentation is used to give a chance to young students to develop their target language with confidence and maximize meaningful participation in classroom.

Oral presentations represent an opportunity for developing real-world communications as well as leadership skills. Among the many advantages of designing free oral presentations for students are: bridging the gap between language study and language use; using the four language

skills in a naturally integrated way; helping students to collect, inquire, organize and construct information; enhancing team work; helping students become active and autonomous learners.

The previous studies about knowing the effectiveness of Oral Presentation in teaching speaking have been conducted by two researchers. From those previous studies, the researcher can take lessons the recent study is done.

The first study was conducted by Hildawati (2017) from IAIN Tulungagung entitled “The effectiveness of using oral presentation technique on students’ speaking skill at first grade on junior high school in MTS al-ma’arif Tulungagung”. It was found that the students got good achievement in speaking after being taught using Oral Presentation technique in Junior high school level.

The second study was conducted by Suhardin (2011) with the titled “The Use of Oral presentation Technique to Improve Students Ability to the First Grade Students SMP 1 Gorontalo” and had result that oral presentation technique can reinforce students' speaking and can make the students' more interest in learning speaking. it has proven that there is a significant difference of the students' achievement in mastering English speaking by using oral presentation technique.

Nowadays, many Thai students continue to study at Bachelor’s Degree and Master’s Degree at the university in Indonesia with several

faculties. There are both Thai students receive scholarship from the government of Indonesia and the students spent their school fees. Thai students who continue to study in Indonesia are almost from southern Thailand. The majority of people in southern Thailand is Islam and these people called Patani people. Mostly, Thai students usually choose the faculty about the religion of Islam, Indonesia language due to the educational system of studying about Islam is more quality than Thailand.

Thai student study in different university in Indonesia, one of university is State Islamic Institute of Tulungagung (IAIN Tulungagung). In this university have students around 130 and each of them study different faculty or major. They got scholarship from this university but there are a few Thai students spent school fees. Almost Thai student study in this university encounter variety of problem for instance homesickness, loneliness, sociocultural problem, psychological problem, language proficiency, etc. these problems have influence extremely toward their learning. At English department of IAIN Tulungagung have a lot of Thai students who study English. It is not easy for them to study English in non-native speaker country. Most of Thai students have problem in learning English and do have low basic in English skill.

They agreed that speaking is the most difficult skill in English learning. Mostly, it is caused by inhibition of feeling afraid or shy, lack of confidence, and they do not know what they should say. Although speaking is very difficult, the students recognized that they need to

improve their speaking skill because they know that speaking skill is very important for life. The same information was also obtained from interviews with several students from the Patani study at State Islamic Institute Tulungagung. The students said that some of the instructions given were not clear enough, so they could not say anything other than their lack of confidence which caused them to be ashamed or even scared to speak.

Based on the explanation above, the researcher tries solving the problems in speaking by using Oral Presentation technique to know whether the Oral Presentation is effective or not under the title "The Effectiveness of Using Oral Presentation Technique toward the Thai students' speaking ability at State Islamic Institute Tulungagung".

B. Research Problem

Based on the above background, the problem can be formulated as: "Is there any significance different before and after using oral presentation technique for Thai students' at of Institute State Islamic of Tulungagung?"

C. Objective of the Research

Based on the research problem above, the object of research are as follow: "To find out the different students' speaking ability before and after using oral presentation technique"

D. Research Hypothesis

Based on the research problem above, the hypothesis of the study can be

mastered Alternative and Null Hypothesis. The hypothesis are follows:

1. H₀ (Null Hypothesis): There is no Effectiveness of Using Oral Presentation Technique on student's speaking skill for thai student English department at Institute state Islamic Tulunggung.
2. H_a (Alternative Hypothesis): There is Effectiveness of Using Oral Presentation Technique on student's speaking skill for thai student English department at institute state Islamic Tulunggung.

In this research the null hypothesis (H₀) is: "There is no significant different on the students' speaking skill who were taught before using Oral Presentation and after using Oral Presentation. Alternative Hypothesis (H_a) is "There is significant different on the students' speaking skill who were taught before using Oral Presentation video and after using Oral Presentation.

E. Significance of the Research

The result of this research is expected to provide some information for teachers to improve students' speaking skill by using Oral Presentation strategy in the future at Institute State Islamic Tulunggung.

1. For the Thai students.
 - The researcher hope that this research can be an example for Patani students in doing thesis.
2. For the next researchers.
 - This research can be used as the reference which gives new idea for developing Oral Presentation better.
 - The researcher hopes that this research can be used as the one of previous study in conducting similar problem to future researchers.

F. Scope and Limitation of the Research

The scope of research is the using of Oral presentation technique to the students speaking ability. The limited of research is focused on 4 semester Thai students at State Islamic Institute Tulungagung in academic year 2018/2019.

G. Definition of Key Terms

In this section, there are several explanations of the topic of the title mentioned in the previous item to avoid misunderstandings. The title is "The Effectiveness of Using Oral Presentation Technique toward the Thai students' speaking ability at State Islamic Institute Tulungagung ". The definitions of the main terms are as follows:

1. Effectiveness

James Ko states that “Effectiveness is a contested term that can evoke strong emotions because of its perceived link with notions of professional competency and high stakes accountability in some systems.”

2. Speaking

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable.

3. Oral presentation

Oral Presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency (King,2002:401). In this study, Oral presentation is an activity of sharing or communicating ideas and information in front of audiences. The presenter and the audiences of this activity are the classmates. The type of oral presentation used is Guided Oral Presentation.

4. Thai students

Thai students who continue to study in Indonesia are almost from southern Thailand. The majority of people in southern Thailand is Islam and these people called Patani people.