

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher presents seven topics related to this study. It covered the background of the research, research problems, purpose of the study, significant of the research, scope and limitation of the research, and definition of key terms.

### **A. Background of the Study**

In their daily life, every people must meet the name of communication, both directly and indirectly. People need to communicate to get information, both information obtained from the daily environment or information obtained formally through formal activities. According to Sulaiman Masri (1997) says that communication has been said to start when a message or information is transferred from the sender (the speaker, writer) to the receiver (listener, reader) through an instrument or channel, and followed by the receiver giving feedback (coding and interpreting the information). Good communication is needed in many situations, starting to communicate with family, community, friends, and also at work. According to Maes (1997) says that oral communication skill is the most important skill in the workplace. In addition Akbari and Shams (2011) explain that people in the workplace spend over 75% of their time communicating. It can be said that direct communication skills are needed. In addition to being able to help people's survival, those who have good oral communication skills can use it for certain for certain purposes as work or other formal matters. Especially when they master the English language there will be

many possibilities for them to get many opportunities about employment opportunities.

In the current era of globalization, the ability to communicate using English is very important because people around the world are increasingly connected and integrated. For the success of the integration process, society needs a language, and English is chosen as the main language of global communication. According to Crystal (2012) emphasized that English today is the leading international language. To be specific, there are some of the main reasons why English proficiency is needed. Today's businesses need employees who can communicate fluently with English speaking partners and clients. In addition, the ability to speak English allows businesses to access more customers. It means the ability to speak English gives a person more job opportunities.

Since English is spoken as a first or second language in most countries, it is always easy to find English speakers and printed information in English, especially in hotels and in areas visited by tourists. Besides, mastery of English makes it easy to exchange ideas, for example in informal forums or in international seminars and conferences. Finally, English is now the primary language of science and technology. A person with good English proficiency has more opportunities to collaborate in this area and to share ideas and innovations. However, good communication in both mother language and English can be created from childhood when children are still studying at school. Besides the environment also has a very important role in the formation of good communication between fellow students. In the

same line with Foster and Moffat (2005) they found that a positive communication environment provides opportunities to students to learn how to communicate, and thus have better communication skills.

In learning, usually the teacher will provide various methods to train students to be more active and able to master the material provided and also to increase the interesting of students towards learning. Learning methods are needed in the learning process. According to Myers (2007) the real product of education is an intellectual process. However, in the learning process the students will take a lot of learning, starting from how to deal with a situation in the class to how to understanding the material itself, based on the method used. Lambert (2006) argued that the development of critical thinking as a desirable educational outcome requires teaching methods which help learners improving their ability in critical thinking and increase their tendency to use such skills. It can be said that teaching using certain learning methods can improve students' abilities in several aspects. As in learning to speak English, in addition to proficient in speaking indirectly the students must know what will be said and also understand what is they said. The teacher will use certain methods that can cover several aspects, such as the oral presentation method.

The oral presentation method is less common in the world of education. The teachers usually use this method in all types of subject. According to Nor Fathiah Binti Alwi and Gurnam Kaur Sidhu (2012) said that in a majority of language based courses in institutions of higher learning, tertiary students are often called upon to make oral presentations.

On the other hand, lecturers at the tertiary level of education often assume that the students come with the necessary capabilities and knowledge to make effective oral presentations. As Morita and Kobayashi (2008) indicated, there is a recent growing interest in examining university students' development of academic literacy by focusing on oral activities. When students do oral present in front of the class, of course they will learn about the material that will be presented. Inevitably students must understand the contents of material, so that they will easily in front of their friends. In addition to practicing speaking skills, oral presentation method can also be used to train students be more active in learning material that has not been taught by the teacher. The teacher will only explain the material that is felt to be lacking to students after the presentation ends, so that this can also ease the burden on the teacher in teaching. It is appropriate that many teachers use this method to teach because many useful things can be drawn from this method both from the teacher's side and also from the student's side.

Besides, in communicating and speaking formally they also need an understanding of what is said and explained to the others. The understanding of material is most important thing in learning. When a student is able to develop his understanding of material of learning, it can be said the student has really mastered the material. According to Parirokh & Fattahi (2005) who said one of the emphasized goals in each education system is to increase and improve learners' thinking skills and such takes place through the integration of these concepts in the curriculum. In the

same line with Marzano (2001) who said the main aim of education should be nurturing of the rational thinkers. When the student has understood about the subject, it can be said the student can proceed to the next subject. Besides, that most students who have good understanding they can express what is meant by the material. They can explain a material to themselves as a form of mature understanding, they can even explain to their friends. In this case, students need some training, in the sense that they need some learning on how to understand the material so they can also explain it to the other friends.

There are several previous studies related to this study. First, stated from Rini Fitria and Salwa (2018) *Students' Perception of English Oral Communication Usage during Practice Learning Program*. The goal of the study was to explore the perception of students during their practice learning program of English oral communication use this research is important to know the perceptions of students during practice learning program on their English oral communication use. This study was research that was quantitative and qualitative. The outcome of this study showed that during the practice learning program, students had positive expectations of the use of English oral communication.

The second previous study is from Herland Franley Manalu (2016) *Students' Perception of Peer Evaluation in Oral Presentation at the University of Indonesia*. This research aims to investigate the interpretation of peer evaluation by students at the University of Indonesia in a group oral presentation by English for Academic Purposes (EAP) students.

Questionnaires were administered to 65 students studying EAP taught at the University of Indonesia following the peer assessment process. The peer assessment was introduced into the course to seek out whether and to what extent their speaking abilities may improve and to examine the attitudes of students in oral presentations towards this type of assessment. Data was collected through a Likert scale peer review questionnaire. SPSS software was used to analyze the data. A statistically important outcome of the use of peer review in oral presentation was found in the results. The results of the present study indicate that peer evaluation empowers students to assess the performance of their peers in a manner comparable to those of the teachers when evaluation standards are certainly identified. The answers from the questionnaires indicate that the assessment and comments made by the students were considered reasonable, helpful and adequate. Results also show that students generally agree with the use of this approach because the feedback and assessments offered are useful for progress. Nevertheless to measure their success in the debate, the students preferred teachers to peers and they wanted to get more instructive comments from the teachers. As for its drawbacks, the burden that comes with it and a certain amount of mistrust in the ability of peer-assessment of fellow students is illustrated by students. The teacher's possible roles in peer evaluation are presented at the conclusion of this study.

The third previous study is Nowreyah A. Al-Nouh et al (2015) *EFL College Students' Perceptions of the Difficulties in Oral Presentation as a Form of Assessment*. Oral presentation abilities are recognized as one

of the most essential qualities required for future careers and higher education. Therefore, the present study is interested in obtaining the perceptions of college students in English as a Foreign Language (EFL) of the difficulties they face in oral presentation as an assessment process. In a four-year pre-service teacher education program (CBE) in Kuwait City, there were 500 female EFL college students from different grade levels registered at the College of Basic Education. Three main sections were used and divided into a five-point Likert Scale questionnaire: personal characteristics, oral speaking skills, and teacher and audience. Students' ages, year at college, Grade Point Average (GPA), and ethnicity were independent variables calculated. Furthermore a formal interview was carried out to elicit the views of teachers. The findings revealed students' expectations of the medium-level difficulties they faced ( $M=3.10$ ).

Moreover, the focus of researcher is on the use of oral presentation method. In this research use students in some English classes of senior high school as sample that different from the previous study. The researcher would use quantitative approach in the form of survey design. The researcher wants to perform the study, based on the description above entitle "*Students' Perception about the Use of Oral Presentation Method in Learning English at MAN 1 Trenggalek*"

## **B. Statement of the Research Questions**

Based on the background of study, the writer formulates the research problem as follow:

1. What are the students' perceptions about the use of oral presentation method in learning English?
2. What are the students' challenges in doing learning English by using oral presentation method

### **C. Objectives of the Research**

The objectives of the study can be stated as follow:

1. To identify the students' perceptions about the use of oral presentation method in learning English
2. To find out the challenges in doing learning English by using oral presentation method

### **D. Significance of the Research**

The findings of the research are expected to be significantly relevant in term of theoretical and practical aspects:

#### 1. Theoretical Significance

This research gives solution to find out the benefits and the challenges of the students while doing oral presentation.

#### 2. Practical Significance

##### a. For the students

This research was supposed to be useful for the students to get the information about why is oral presentation method used in English learning. Oral presentation is one of method of learning that focus on speaking and understanding.



b. For English teacher

This study is expected to give an additional source to the teacher about the students' perceptions and the students' interest in learning English by using oral presentation method.

c. For the next researchers

The result of study can give contribution as reference for the next researcher for getting more information about the student's perception about the use of presentation method in English learning.

#### **E. Scope and Limitation of the Study**

The scope of this research is the students' perception about the use of presentation method in English learning. It is for the student's perception only without the teacher perception. This study only focused on the use of oral presentation method in English learning.

Furthermore, the limitation of the research is the limitation in taking samples. This is because there are many researchers who want to do research in this school so that from the school side only gives two classes as a sample to each researcher.

#### **F. Definitions of Key Terms**

To avoid misunderstandings about some of the terms used in research, the following explanation of the words that must be understood:

1. Learning English

Learning English is a process of learning English which is generally carried out by non-English students to learn about English.

2. Students' Perception

Students' perceptions are students' point of view toward something that happened in learning process class and produced it with suggestions or arguments for teacher or classmate to improve their learning process.

3. Oral Presentation Method

Oral presentations are a common feature of many courses at university. They may take the form of short or longer presentation at a tutorial or seminar, delivered either individually or as part of group.