

CHAPTER I

INTRODUCTION

In this chapter I, the researcher presents the background of the research, formulation of the research problem, objective of the research, research hypothesis, significant of the research, scope and limitation, and definition of key terms.

A. Background of the problem

In learning a foreign language like English, speaking is one of the skills that need to be mastered by students to be able to have good communication with others. By mastering speaking skills, they can do conversation meaning, as well as receive, and process information to others directly. In learning English, the students face several kinds of speaking activities to practice and makes them be able to speak well, fluently, and clearly. All of people use language to express their feeling, ideas, opinions, and desires. By the language, people can communicate to each other. According to Brown (2000:5) language is a system of arbitrary conventionalized, vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. It means that language is a communication.

In other words, language is a kind of communication between people in community. It is a value of interpersonal contact exchanging information. Everyone uses language to communicate. When people want to speak or deliver information to another people, they cannot do it without language. It should be language is important to communicate in human being. For English language learners, speaking is one of the most important skills that they need to be developed (Tinjaca & Contreras, 2008) because it is the ability to interact with other people and involves wide range of skills (Hadfield & Hadfield 2012). Also, Harmer (2007) gives his outlook concerning speaking,

he declares that a good spoken communication is not only having the ability of language features knowledge, but also the ability to process information. On account of demand on both language features and social processing, not all students are able to practice the language orally, while Richard and Renandya (2002:210) said that speaking is one of the central elements of communication. One of the activities that are followed by the students is oral presentation.

The oral presentation can be classified as one part of public speaking. Public speaking is a speech delivered by an individual in front of a group of people or an audience. Learning public speaking is one of the most important skills to develop. The advantages of mastering public speaking for college students, they will be more successful in college since they are trained to have good listening skills, think critically, write an outline, and effectively organize ideas and information which are the important skills for college (Zulhermindra, 2020). The element of speaking is not about to speak English with appropriate grammar, beyond everything is to build students' confidence first to speak.

According to Maulana et al. (2016), the most aspects of learning speaking skills include a lack of vocabulary, poor pronunciation, a lack of confidence in speaking, and a fear of making mistakes while speaking. Furthermore, students are afraid of mispronouncing things, thus they lack the confidence to talk in English and communicate their thoughts and ideas. As a result, many students lack confidence in their ability to present.

Giving an oral presentation is believed to be "an important element in delivering positive learning experiences" (Alshare & Hindi, 2004:6). In other words, giving an oral presentation is a good practice to equip the students with not only experience in delivering their materials in public with a proper language but also opportunities to improve their confidence. In fact, to be able to do so, the presenter needs to have good presentation skills. Just as Rajoo (2010:43) argued, "oral presentation skills will empower students to

communicate complex ideas and information in a manner that would be easily understood by the audience.” Furthermore, having good oral presentation skills was very useful in the future especially for the students’ career (Emder & Becker, as cited in El Enein, 2011).

In English classrooms, English is particularly useful because students are required to do oral presentations in English, such as presenting papers or assignments. They must explain and communicate an idea or piece of information to the audience. One of the disciplines that requires students to give an oral presentation in English is English Learning Assessment (ELA). The goal of this English course is for students to be able to examine, assess, and evaluate good ELA learning through the use of lecturers who divide students into groups to conduct conversations and discuss a topic. Every week, each group will deliver the information addressed, with one group focusing on a single topic. Each presenter will cover the same subjects and ideas, but with distinct section points for each student, by delivering the topic information in English. The audience will respond to the presenter's appearance by providing additional information, making comments, and asking questions after the presenter explains or explains the material supplied to the audience.

Researcher will study and discuss students' ability to provide oral presentations in English in classroom interactions, which will have an impact on students' speaking skills, in this thesis research. In the framework or scope of ELF, presentations made by speaking directly verbally in English are highly significant and needed afterwards because English is one of the International languages that must be understood. States Horwitz (1986: 12). It has been observed that people who have problems or deficiencies in communicating with other people are more likely to feel anxious and afraid in foreign language classes, because they feel they are facing various challenges that negatively affect their thinking and competence during presentations in front of large crowds. Of the need of providing solid English knowledge and presentation experience, giving an English presentation is highly crucial

(Alshare & Hindi, 2004:6). By providing learning for students to present the material that has been given is a very good practice to provide language knowledge to students. In fact, English is the most widely spoken language in the world, it is the mother tongue of more than 400 million people worldwide. Every day, millions of people use English at work and in social life. When heads of state meet each other in world-class conferences, English becomes the language most often used. According to research, English proficiency has a close relationship with the progress of a country. Culture in a country can also change along with their openness to information, which is obtained by the initiative of its citizens to obtain credible news sources, knowledge that knows no boundaries to the tendency to share topics that are crucial. In other words, it is not only an experience in presenting their material in public with proper English and also an opportunity to increase their confidence in public, but this needs includes how the level of human resource capabilities in a country affects important things, in terms of economic, political, social, cultural, and other aspects. Eventually, to able to do so, the presenter needs to have good presentation skills. Just as Rajoo (2010:43) argues, "oral presentation skills will empower students to communicate complex ideas and information in a manner that would be easily understood by the audience." Furthermore, having good oral presentation skills was very useful in the future especially for the students' careers (Emder & Becker, as cited in El Enein, 2011).

B. Formulation of Research Question

Related to the background that has been explained before, the research questions are formulated as the following:

1. What are the EFL students' difficulties in conducting oral presentation?
2. What are the Factors that cause the EFL students to have difficulty giving presentations in English?

C. Purpose of the Research

The purpose of this study was to find out the causes of students' difficulties in presenting English presentations for students in the 5th semester of the English Education Department at UIN Sayyid Ali Rahmatullah Tulungagung.

D. Significance of the Research

1. Lecturer

Through this research, the lecturer will be able to solve the students' problem in English presentation, and what the causes that make they have problems in delivering an oral presentation. So that in the learning the process of the lecturer can solve their problems in English oral presentation.

2. English Students

The researcher hopefully can give more information to students who make a presentation in the class, about causes of students' difficulties in presenting a presentation, then the student knows what causes of difficulties in presenting a presentation, the student can prevent and improve their presentation skills.

3. The Researcher

For the future researcher, they could use the findings as a reference to conduct a further study dealing with the teaching of improving students speaking skills.

E. Definition of the Key Terms

1. Public Speaking

Public speaking is activity of speaking in front of people in a public place whether is to inform, to entertain, to partake, and to motivate the person. In another word, public speaking is the capacity of a speaker to tell individuality to the listener that gives him at as a result of understanding the communication of the speaker.

2. English Oral Presentation

Oral presentation performance is like a formal conversation, speaking to a group is a natural activity. Most people spending hours of their daytime, speaking to others, however doing an oral presentation that is a formal conversation, is a difficult task for them.

3. Student Difficulties in Oral Presentation

Difficulties can be defined as something hard to do, hard to understand, and a thing that can make it students difficult to speak well in presenting English oral presentations in the classroom in English Learning Assessment subject of English Education Department Students of Registered in 2019/2020 Academic Year.