CHAPTER I

INTRODUCTION

This chapter presents background of the research, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research, definition of key terms and organization of the research.

A. Background of The Research

English is one of languages which is known and used by most people in the world either as the first (the native language), the second (the language which is used after the first language such as Indonesia which is spoken by Javanese), or foreign language (the language that used not as first or second language).

Learning language is the most important thing for social development and it builds an individual personality. As language that used by more a half people in the world, English plays as international language for everything necessary. Besides, it plays as science language, technology and art. It can be a tool to reach the goal in economic, trade, international relationship, social, culture and education.

English learners in Indonesia is not only learning how to speak, but they also learn how to use language in every aspect of skill. There are two types of communication, spoken and written language. Spoken language is verbal communication skill needed to understand (listen) and to use or

speak. We can know that, when we want to converse with other people we always use spoken language because there are two activities they are that is speaking and listening.

A large percentage of the world's language learners study English in order to develop proficiently in speaking. Bayle, (2005:2) state that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is why the success of the students in learning a language is commonly judged from their speaking performance, in private and public. It means that if the students do not perform well in their speaking, people will judge them as unsuccessful language learners. Consequently, as language learners, they must be able to speak the language that they learn.

The ability to speak or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skills. When we use casual conversation, for example, our purposes may be to make social contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends. When we engage in discussion with someone, on the other hand, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. In some situations, we use speaking to give instructions or to get things done. We may use speaking to describe things, to complain about people's behavior, to make polite

requests, or to entertain people with jokes and anecdotes. Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs, the participants involved and their specific roles and relationships, and the kind of activity the speakers are involved in.

Nunan (2003:48) states that among the four skills in English, speaking is considered to be difficult to master for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then; second, when you speak, you cannot edit or revise what you wish to say, as you can if you are writing.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, nonlinguistic elements such as gestures and body language/ posture, facial expression, and so on may accompany speech or convey messages directly without any accompanying speech. In addition, "there is tremendous variation cross-culturally and cross-linguistically in the specific interpretations of gestures and body language", Brown (1994: 241). Furthermore, different cultural assumptions about the purposes of particular interactions and expected outcomes of encounters also affect communication. Consequently, owing to

minimal exposure to the target language and contact with native speakers, adult EFL learners in general are relatively poor at spoken English, especially regarding fluency, control of idiomatic expressions, and understanding of cultural pragmatics. Few can achieve native like proficiency in oral communication.

Speaking has activities in the classroom they are: presentation, information- gap, storytelling, favorite objects, meeting and greeting, describing things or person, debate, describing pictures, picture differences, things in common, solving a problem and discussion. Presentation is an activity through which the presenters communicate with the audience. It means that in the presentation activity both presenters and audience are the main objects which have to communicate each others. Learning to speak fluently in doing presentation is not easy for the students. So, if we want to speak English fluently in doing presentation we have to study hard. Also the teacher should make every effort to help the students keep the motivation to solve those problems faced in doing presentation, not only by giving them a sense of security, success, and achievement.

Moreover, based on the researcher experience, difficulty in doing presentation also happened in IAIN Tulungagung. As a student of English department they should have good ability in doing presentation, but in reality many students of English department cannot speak English fluently in doing presentation. Based on the reason above the researcher carried out

the study entitles "The Problems in Doing Presentation Faced by The English Department Students of IAIN Tulungagung.

B. Statement of Research Problems

Based on the background of the study, the writer formulated the problems as follow:

1. What are the psychological problems faced by the English Department Students in doing presentation at IAIN Tulungagung?
2. What are the language problems faced by the English Department Students in doing presentation at IAIN Tulungagung?
3. How to solve the psychological problems faced by the English Department Students in doing presentation at IAIN Tulungagung?

C. Objectives of the Research

In line with the problems stated above, the objectives of the study are formulated as follows:

1. To know the psychological problems faced by the English Department Students in doing presentation at IAIN Tulungagung.
2. To know the language problems faced by the English Department Students in doing presentation at IAIN Tulungagung.
3. To know how to solve the psychological problems faced by the English Department Students in doing presentation at IAIN Tulungagung.

D. Significance of the Research

The significance of the research is formulated as follows:

a. For the Lecturer

From the result of the study the lecturers can know the problems faced by the students in doing presentation, so that they will know how to solve those problems.

b. For the Students

After the lecture find solution to their problems the students can improve their performance in doing presentation.

c. For the future researcher

This study also gives benefit to future researcher, they can use this study as reference and they also can do research with same theme but in different aspect.

E. Scope and Limitation of the Research

Based on the background of the study, this study has scope and limitation. The scopes of this study are:

1. Psychological Problem Faced by the Students in Doing Presentation
   a. Fear of Mistake
   b. Shyness
   c. Anxiety
   d. Lack of Confidence
   e. Lack of Motivation

2. Language Problems Faced by the Students in Doing Presentation
   a. Having limited Vocabulary
   b. Lacking of grammar knowledge
   c. Feeling difficult to speak up with good pronunciation
3. The ways to solve the psychological problems
   a. The teacher involve and stimulate the students to practice speaking Indonesia in doing presentation
   b. Prepare the material before doing presentation
   c. The teacher always corrects students' mistakes when doing presentation.

The limitations of this research are:

1. The researcher just focused on 4 psychological problems and the ways to solve the psychological problems in doing presentation faced by the English department students of IAIN Tulungagung.
2. The researcher just discussed language problems in doing presentation faced by the English department students of IAIN Tulungagung and no solution.

F. Definition of Key Term

Definition of key terms are necessary to be given in order to avoid misunderstanding and misinterpretation of the title, they are:

1. Problems in doing presentation

a. Presentation

Presentation is an activity through which the presenters communicate with the audience. Siddons (2008: 1- 2) states three essential ingredients of a presentation: The audience, you- the presenter, and the presentation itself.

It means that in the presentation activity both presenters and audience are the main objects which have to communicate each others.

b. Problem

In Longman dictionary (2003: 327) Problem is difficulty that needs attention and thought. In this study problem means that difficulty of faced by the students in doing presentation that need attention and thought for the solution.

c. Kinds of problems in presentation

1. Psychological problems faced by the students in doing presentation

According to Juhana (2012:101) here, there are some psychological factor that faced by the students in doing presentation, they are;

a) Fear of Mistake

With respect to the fear of making mistake issue, Aftat (2008) in Juhana (2012: 101) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is

also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher.

b) Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class.

c) Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language Horwitz et all (2001) in Juhana (2012: 102).

d) Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers.

e) Lack of Motivation

Zua (2008) in Juhana (2012: 103) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest.

2. Language problems Faced by the Students in Doing Presentation

According to Mukminatien (1999: 1-10) found that students of English departments have a great number of errors when speaking.

The errors include pronunciation (e.g., tenses, preposition, and sentence construction), vocabulary (e. g., incorrect word choice), fluency (e.g., frequent repair), and interactive communication (e.g. difficulties in getting the meaning across or keeping the conversation going).

2. Speaking

Bayle (2005: 2) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

G. Organization of the Research

The organization of study is given in order to make the readers know and understand the content of this thesis easily : the organization of this study is given as follow :

Chapter I is introduction of the research which deals with the background of the research, statement of research problems, objective of the research, significance of the research, scope of the research, definition of key terms and oraganization of the study.

Chapter II is review of the related literarture. It concludes the explanations based on the title and some literatures based on teh research. It concludes the explanation about definition of speaking, presentation, psychological problems, language problems and the ways to solve the psychological problems faced in doing presentation.

Chapter III is the reserach methods. It covers : research design, data and data souces, technique of data collection, technique of data verification and data analysis.

Chapter IV deals with the finding of the research that is loaded of result that contains of data presentation and research finding. This chapter is very important because the researcher will analyze the data gotten. So, the data are processed in this chapter. Finally, all the data can be analyzed and interpreted based on the research problem.

Chapter V presents the discussion of the study. Discussion is summary of idea of researcher in interpreting the relation among patterns, categories and dimensions found in data analysis.

Chapter VI presents the conclusion of the research and suggestion for further research to make the better study. Conclusion is the summary of the discussion based on research problems. This part is the last chapter of this research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter deals with the theories related to the little and formulations of the problem. The theories are about speaking, including the definitions of speaking, components of speaking, types of classroom speaking activities. Beside that, the theories are about presentation, purposes of student presentation, benefit of student presentation. The last about the problems in doing presentation faced that are psychological problem faced, language problems faced and the ways to solve the psychological problems faced by the students in doing presentation.

A. Speaking

1. Definition of Speaking

Bayle (2005: 2) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is spontaneous, open ended, and involving, but it's not completely unpredictable. Speaking is such fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it. Speaking is main priority in language learning. According to Allen (1985:97), speaking is a sound practice, particularly in the early stages of learning a language, to give priority to give development of automatic speech habit.

2. Components of Speaking

In speaking skill, the component is used to complete the skill. There are five components of language influence speaking ability,this is occur on Jill (2009:15) states:

a. Pronunciation

Jill (2009:66) states that an understanding of the features of pronunciation helps learners understand when they listen to the language. It also helps them to produce the language more accurately, though learners do not necessarily need to pronounce English perfectly, just well enough for other people to understand them. It means, it will create misunderstanding toward listener invited to speak and the messages will be conveyed, will lose and difficult to be comprehended.

Harmer (1991: 11) said that user of the language must know how to say a word that is how to pronounce it. It means that the user of the language have to know how to pronounce some word well. This knowledge is made up of three areas; sounds, stress and intonation.

b. Grammar

Grammar is needed for students to arrange a correct sentence in conversation. According to Jill (2009:24) grammar is a description of the language system - it shows us how we order words in sentences, how we combine them and how we change the

form of words to change their meaning. The unity of grammar also learns the correct way to gain expertise in a language in oral and written form. Someone who mastering grammar will knows how to arrange word in sentences, the correct tenses will be used etc. So that, grammar is one of components to create a good sentences.

c. Vocabulary

Jill (2009:53) said that vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. Mastering vocabulary will help us to be a good speakers and listener because we can arrange the sentences when we have a lot of vocabularies.

Based on the explanation above, vocabulary is so important for the speaker and listener. The speaker can say fluently when she/he has a lot of vocabularies. In addition, the listener can comprehend the speakers' said when the speaker has much vocabularies to make the listener understand. The listener appreciate the speaker too if the speaker can develop the speaker's vocabulary.

d. Fluency

Fluency may be defined as the ability to speak accurately. Jill (2009:27) states that fluency is communicating a message. Even though, we have to speak fluency because listeners are able to response about the speaker's said. In other word, we have to consider that speech and fluency are rather strongly erected by

language problem. It means the listeners' will understand the speaker's speaking if the pattern grammar of language is correct. So, we have to consider both grammar pattern and fluency in speaking.

e. Comprehension

In teaching and learning process, the teacher has to speak clearly to comprehend the students. Gillian (2001:22) states that the teacher needs as good an understanding as we currently have of the nature of comprehension and the processes of comprehension. Comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listeners.

3. Classroom Speaking Activities

In the classroom activities, Harmer (2007:129) state that some kinds of speaking activities:

a. Information- gap activities

An information- gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information, there is a gap between them. Finally, by having the discussion they will get the information that is appropriate with the pictures. The students are absolutely asked to use English when discussing the pictures.

b. Story Telling

We spend a lot of our time telling other people stories and anecdotes about what happen to us and other people. Students must be able to tell story in the target language, in this case is English. Teacher can encourage the students to retell stories which they have read in their books or found in newspaper or in internet. The best stories of course are those which the students tell about themselves and their family or friends.

c. Favorite objects

It is an activity in which the students are asked to talk about their favorite objects. It can be done in pairs or in groups. In addition, the teacher also can use this activity for individual task. Each student is asked to tell about the characteristics of their favorite thing, while other students or the audiences try to guess what the favorite thing is.

d. Meeting and Greeting

Student role- plays a formal or business social occasion where they meet a number of people and introduce themselves. It is usually taught in the beginner level of language learners. The students try to use meeting and greeting expression in front of the class with two or more students.

e. Describing things or person

Students are asked to describe something or someone with detail characteristics to other students. They can describe it in front of the

class or in pairs with two students. It is almost same with describing favorite objects, but the other students or the audiences do not need to guess what the object is. Sometimes the teachers may provide certain things or person, and then students will describe those kinds of things and person.

f. Students presentation

Individual students give talk on given topic or person. The students present some topic in front of the class while other students listen to the presentation and give feedback about the presentation. Some like interview that interview is for honing organizational and planning skills.

g. Debate

Students are arranged in some groups. Then they are given a topic and prepare it. The students have a debate after that in certain time. This activity needs much time to prepare. Moreover it should be applied for the advance level for language learners such as senior high school level upper.

h. Describing pictures

Each group has a picture that each member can see the picture. They have a certain minutes to say as many as they can that describe it. The sentences must be appropriate to the picture. It can be a kind of single pictures or even strip picture, so the students will describe the story according to the strip pictures.

i. Picture differences

The students are in pairs. Each member of the pair has to find out the differences of the pictures that are given. The pictures are almost same. The teachers must find the pictures by themselves before applying this kind of activities. In the last section, the teacher will give more description about the difference of the pictures provided for the students.

j. Things in common

Students sit in pairs. They talk one another in order to find out as many things as they can that they have in common. These must be things that can be discovered through talking. For example, it is about animals' characteristics, school and education, and human characteristics.

k. Solving a problem

The students are told that they an educational advisory committee, which has to advice the principle of a school on problem with the students. They should discuss the recommendation together with the principal.

l. Discussion

The students are arranged in some groups. Then, the teacher gives a certain topic for each group. The students are given times to discuss about the topic provided. The last, there will be a student who represent each group to tell about the result of the discussion in front

of the class. The teacher will give some correction about the students speaking.

Based on the suggested of activities of teaching strategies above, may the lecturer can uses the appropiate activities in speaking classroom which can help the students to speak up fluently.

B. Presentation

1. Definition of Presentation

Presentation is an activity through which the presenters communicate with the audience. It means that in the presentation activity both presenters and audience are the main objects which have to communicate each others. Siddons (2008: 1- 2) states three essential ingredients of a presentation: The audience, you- the presenter, and the presentation itself

Each of these three ingredients is vital to a successful presentation- like a three legged stool, when all the legs are there it is stable, but remove or shorten one of them and the whole things collapses. No matter how well- constructed the presentation is, if it is badly delivered it will fail; no matter how well- delivered the presentation is, if it doesn't make sense then it will fail. Most importantly of all, even if the presentation is perfect and the presenter inspired and charismatic, if the audience isn't interested or engaged, then the presentation will certainly fail, Wallwork

(2010: 4). Thus, it is important to prepare the presentation in advance to get the best results from it.

2. Purposes of Student Presentation

Chivers and Shoolbred (2007:14) state that "There are many reasons why students are asked to give presentations and these will be influenced by your academic course and situational and organizational factors. The purpose and circumstances of the presentation will influence its style, content and structure.

They also explain that "Most presentation will involve a combination of purposes but it may be helpful to think about the different features of each of these presentations. Student presentations may be given for the purposes of;

1. Advocacy/ persuasion

   This presentation usually involves persuading members of the audience to take some action or make a decision. Examples could include:

   a. Support a cause

   b. Join a student society

2. Training

   This type of presentation includes examples where students may demonstrate their skills in the use of equipment and also their skills as a trainer or teacher.

3. Teaching and learning

This type is very common in the universities and the majority of the professors and students use the presentations for this purpose. So, it includes:

a. Developing a deeper understanding of a topic or text.

b. Covering specific areas of the curriculum in more detail.

4. Informing

In some circumstances this type of presentation could be seen as similar to teaching, but the aim of this type of presentation could be to communicate as much information as possible in the time available. The purpose of the presentation may be to:

a. Describe a new policy

b. Outline a set of instructions

c. Give a progress report on some research or development

5. Assessment

Student presentations are frequently assessed and may be awarded a percentage of the marks that contribute to the overall module mark and credits. However, some presentations may not be assessed but used as an opportunity for students to practice and further develop their presentation skills.

3. Benefits of Student Presentations

Emden and Becker (2004:23) state a variety of purposes. The benefits of student presentations will be influenced by the situation but they can be summarized as providing opportunities for:

a) Student-centered participation in their learning

Presentations offer a variety and challenges that contrast with regular delivery by an academic lecturer. Students can sometimes be more willing to learn from the poor and good performances of their peers than from their tutors. Presentations can also be used as an effective form of peer learning.

b) Develop new knowledge and perspectives on a topic

Presentations offer opportunities for developing skills and knowledge together. The topic of the presentation can strengthen learning and enthusiasm for further knowledge. If the presentation is effective, the audience should have learned something new and increased their interest about the topic.

c) Practice in a known environment/situation

Presentations offer opportunities for students to practice performing in a fairly safe environment. When the learner has to prepare several presentations on a course, the student will begin to develop the essential skills and transfer these from presentation to presentation. The academic environment will probably be familiar to him.

d) Increasing confidence to speak and present in front of an audience

Well-managed presentations, as part of academic courses, can be used developmentally to improve both skills and confidence levels. The learner may be able to demonstrate his personality in a way that is not possible as a passive listener in a lecture. Presentations can help learner to be noticed and stand out from the rest of the group. The presentation will enable him to show his individuality. He can learn to deal with nervousness in a positive way that can help to reduce his fears and anxieties.

e) Improving marks earned for a module assessment

Sometimes, the presentations give the student opportunities for learning a higher percentage of marks than for written work alone. Students who prefer to speak rather than write, may be better communicators and presenters in their use of speech or visuals than in a written mode.

f) Developing a wide range of communication and presentation skills

The learner may need to think about his own skills and preferences for how he communicates. Presentations can help him to communicate using different media formats. They also give him opportunities to practice performing in public and develop his speech.

g) Preparation for skills needed in the workplace

Many organizations and schools seek confident candidates and use presentations as a part of their selection procedures. Preparing and delivering presentations, this can help student to be a more competent and confident candidate for interviews. They offer opportunities to develop his team working and project management skills.

C. The Problems in Doing Presentation

1) Psychological Problem Faced by the Students in Doing Presentation

According to Juhana (2012:101) here, there are some psychological factor that faced by the students in doing presentation, they are;

a) Fear of Mistake

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. With respect to the fear of making mistake issue, Aftat (2008) in Juhana (2012: 101) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity, Hieu (2011) in Juhana (2012: 101). Therefore, it is important for teachers to convince their students

that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

b) Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their speaking performance in the classroom Gebhard (2000) in Juhana (2012: 101). In line with this, Baldwin (2010) in Juhana (2012: 101) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In order words, it can be said that shyness plays an important role in speaking performance done by the students.

c) Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language Horwitz et all (2001) in Juhana (2012: 102).

The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz (1991) in Juhana (2012:102). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

d) Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (1999) in Juhana (2012:102) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

e) Lack of Motivation

With regard to the issue of motivation in learning, Nunan (1999) in Juhana (2012: 103) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) in Juhana (2012: 103) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest.

It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building student's motivation to learn is urgent for every teacher.

2. Language Problems Faced by the Students in Doing Presentation

An issue which has been extensively discussed in the literature concerns the level of Indonesian learners' EFL speaking proficiency. A number of reports show that Indonesian learners commonly have not attained a good level of oral English proficiency. For example, Mukminatien (1999: 1-10) found that students of English departments have a great number of errors when speaking. The errors include pronunciation (e.g., tenses, preposition, and sentence construction), vocabulary (e. g., incorrect word choice), fluency (e.g., frequent repair), and interactive communication (e.g.

difficulties in getting the meaning across or keeping the conversation going). Similarly, Ihsan (1999: 222-236) found that students are likely to make errors which include the misuse of parts of speech, syntactical construction, lexical choice, and voice. Both Ihsan's and Mukminatien's research studies supported earlier results of research conducted by Eviyuliwati (1997: 55- 60) who reported that students had difficulties in using grammar and in applying new vocabulary items in speaking class.

D. Possible Solutions to Overcome Psychological Problems Faced by the Students in Presentation

According to Juhana (2012:101) here, there are possible solutions to overcome psychological problems which are faced by students in doing presentation as follows:

1. Possible solutions to overcome fear of mistake

In terms of possible solution to overcome students' fear of mistakes, Zua (2008) in Juhana (2012:101) gives several suggestions. First, she suggests that emotional bonds between students and teacher should be build. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake. Second, Zua further states that the teacher should improve the students' concentration when learning English. This can be done, as she suggests, by creating a supporting learning atmosphere. Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce students'

nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carry out a communication.

2. Possible Solutions to overcome Shyness

In terms of possible solution to overcome shyness, Pesce (2011) in Juhana (2012:101) says that it is urgent that teacher creates a friendly and open classroom environment. By doing this, shy students are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar. As a result, they dare to speak in their speaking class.

3. Possible Solutions to Overcome Anxiety

In addition, providing students with positive reinforcement Keramida (2009) in Juhana (2012:102), motivating students and creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate.

4. Possible Solutions to Overcome Lack of Confidence

With regard to possible solution to overcome the students' lack of confidence, Ye Htwe (2007) in Juhana (2012:102) shares the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence. In line with this, Kubo (2009) in Juhana (2012:102) adds that to build students' confidence to speak English, teachers can provide regular opportunities

to practice proper pronunciation and intonation, and to converse freely. By doing this, students will experience a greater sense of ability to speak English. Therefore teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking.

5. Possible Solutions to Overcome Lack of Motivation

Aftat (2008) in Juhana (2012:103) suggest that to encourage students' motivation, teachers should provide constant encouragement and support as well ask questions that reveal the basis of a students' problems. Doing this becomes very important because encouragement also gives students a feeling of secure and welcome in their learning. Other suggestions to increase students' motivation are shared by Liu and Huangin in Juhana (2012:103). They say that to overcome students' lack of motivation, teachers can do activities like promoting students' awareness of the importance of English, enhancing students' interest in English, and developing their self-confidence.

CHAPTER III

RESEARCH METHODS

This chapter presents the description and discussion about the research methodology will be employed in this study. The discussion includes the research design, data and data sources, technique of data collection and data analysis.

A. Research Design

The research design is the researchers' plan of how to proceed to gain an understanding of some group or some phenomenon in its natural setting. The design begins with a general statement of a research problem or topic. According to Ary (2002: 426) research is defined as the application of the scientific approach to the study of the problem. It's a way to acquire dependable and useful information. Its purpose is to discover answers to meaningful question through the application of scientific procedure.

This research utilized a qualitative method to analyze the data, because the data analysis did not use statistical procedure. Qualitative inquirer deals with data that are in the form of word, rather than number and statistics. The data collected are the subject's experiences and perspective. The data cannot be manipulated because in collecting the data, the conversations are written into the form of word.

This study is also categorized as descriptive with qualitative data. The researcher used descriptive design that was conducted the English department students of IAIN Tulungagung Academic Year 2013/2014. According to Moelong (2006:5) descriptive research is a method of research which is trying to describe and interpret the object as in fact (translated in English). So, in this research descriptive research is conducted in order to describe systematically about the fact and characteristics of the object accurately and briefly. The researcher infers that qualitative research is systematic application of the problems and the data here can be oral or written. The descriptive approach was implemented because the data analysis was presented descriptively.

B. Data and Data Sources

The data and the sources are very important in the research. The data of this study were all information about the problems in doing presentation faced by the English Department Students.

Those qualitative data were got from observation during research of teaching and learning process, make questionnaire and interviewing students and lecture. The writer used this method to describe the problems in doing presentation faced by the English Department Students.

According to Suharsimi (2006:129) the sources of data are the subject that can be obtained. Data source are significant in the research. The research will not able to get information without resource the data.

According to Suharsimi (2006:129), there are three resources of the data, namely person, class and paper. This research, the researcher used the person as the resource of the data. Person is man who gives the data or information orally and also can be done by interviewing. In this research the information of the interview is 8 students and lecture by the English Department.

C. Technique of Data Collection and Instruments

The researcher used some method to collect the required data, those are:

1. Observation

According Cohen *et al* (2007: 396) Observation can be of *facts*, such as the number books in a classroom, the number of students in a class, the number of students who visit the school library in a given period. It can also focus on *events* as they happen in a classroom, for example, the amount of teacher and student talk, the amount of off-task conversation and the amount of group collaborative work. Further, it can focus on *behaviors* or qualities, such as the friendliness of the teacher, the degree of aggressive behavior or the extent of unsociable behavior among students.

In other words, observation is the way to get data of research. This instrument is to get the data of students' problem in doing presentation.

Then, field note is the method of recording the data collected during observation. The researcher may make brief notes during the observation but then later expands his or her account of the observation as field notes. Ary *et al* (2002:431)

Field notes have two components: (1) the descriptive part, which includes a complete description of the setting, the people and their reaction and interpersonal relationships, and accounts of events (who, when, what was done); and (2) the reflective part, which includes the observers' personal feelings or impressions about the events, comments of the research method, decision and problem, records of ethical issues, and speculations about data analysis. It is means that, the writer notes all of the class activity in fourth semester of English Education Program. This method is used as a proof of observation.

2. Interview

According Cohen *et al* (2007: 349) interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard.

There are three methods in interview:

a. Free or unguided interview. In this method the interviewer carries out the interview without any without systematically plan of question as the guide line to handle it.

b. Guided interview. Here the interviewer carries out the interview by using a set of questions that is planned systematically as the guide line for having the interview.

c. Free guided interview. Achmadi and Narbuko (2009:84) say that this method the interview uses a set questions and each question is developed to gain details information.

In this study, the researcher use guided interview. Guided interview is technique to collecting data, the researcher prepare questions before they interview the subject Sugiono (2011: 319). It means that in this technique the writer interviews the subject one by one to get more valid data.

This interview is conducted to the students of English education program and English lecturer to get more information directly concerning to the research problem being investigated.

3. Questionnaire

According to Suharsimi (2006: 151)" questionnaire is the number of written question that is used to get information from respondent about case which she/ he know". There are four kinds of questionnaire as follows:

a. Multiple- choice questionnaire. It means, the answer had been provided so that respondent just chooses one of it.

b. Essay questionnaire. The respondent is given opportunity to answer based on their perception his/ herself.

c. Checklist questionnaire. The respondent just gives check sign in the column.

d. Rating – scale questionnaire. Questionnaire which consist of statements followed by columns to show the grades.

Based on the ideas above, the researcher used checklist questionnaire. The students just gave check sign based on what they knew about their problem in doing presentation of English education program. Researcher give students 11 question in questionnaire (See appendix 2).

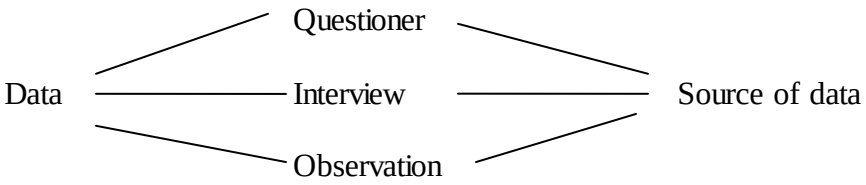
D. Technique of Data Verification

In qualitative research, there's a common technique that is usually used to increase the research data validity. This technique is called Triangulation. "Triangulation is defined as technique of collecting data by combination of some different information of collecting data and some different data sources" Moleong (2006: 330). The aim of triangulation is to increase one understands of whatever being investigated. Denzin in Moleong (2006: 330) revealed that there are four kinds of triangulation techniques: (1) source triangulation, (2) methodology triangulation, (3) investigator triangulation and (4) theoretical triangulation.

From those types of triangulation method, the researcher used methodology triangulation because to check the validity of the data the researcher used different method to get the same data. It meant that, to get

the validity of the data in this research, the researcher not only conducted interview but also did observation and distributed questionnaire so that by using those method, the same data could be gotten.

Methodology Triangulation can be done by the researcher to collect the same data by using different techniques or method of collecting data. The emphasis is on the use of different data collecting method and to point out the same data source to test the data validity.



Based on the explanation above, the researcher gets information from different ways those are observation interview and questioner. It emphasizes on the use different techniques to get the same data.

E. Data Analysis

After the data are collected through doing observation and interview, then the data are analyzed. According to Ary (2010:481) stated that data analysis is the most complex and mysterious phase of qualitative research. Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted.

In analyzing the data, the researcher used the inductive method. Inductive thinking proceeds from the specific to the general. Understandings are generated by starting with specific elements and finding connections among them.

To argue inductively is to begin with particular pieces of evidence, then pull them together into a meaningful whole, Hatch (2002:161). According to Miles and Huberman in Yatim Riyanto (2007:32), there are some data analysis procedures, they are:

a. Data Reduction

Data reduction is started by explaining, selecting the basic things, focusing on something important to the content of data which derives from the field, so the data reduced can give description deeply to the observation result. In this research, data reduction is done by making summary contact, developing category coding, making reflection note and data selection.

b. Data Display

Data display is the process showing data simply in the form of words, sentence, narrative, table, and graphic in order that the data collected is mastered by the researcher as the basic to take appropriate conclusion.

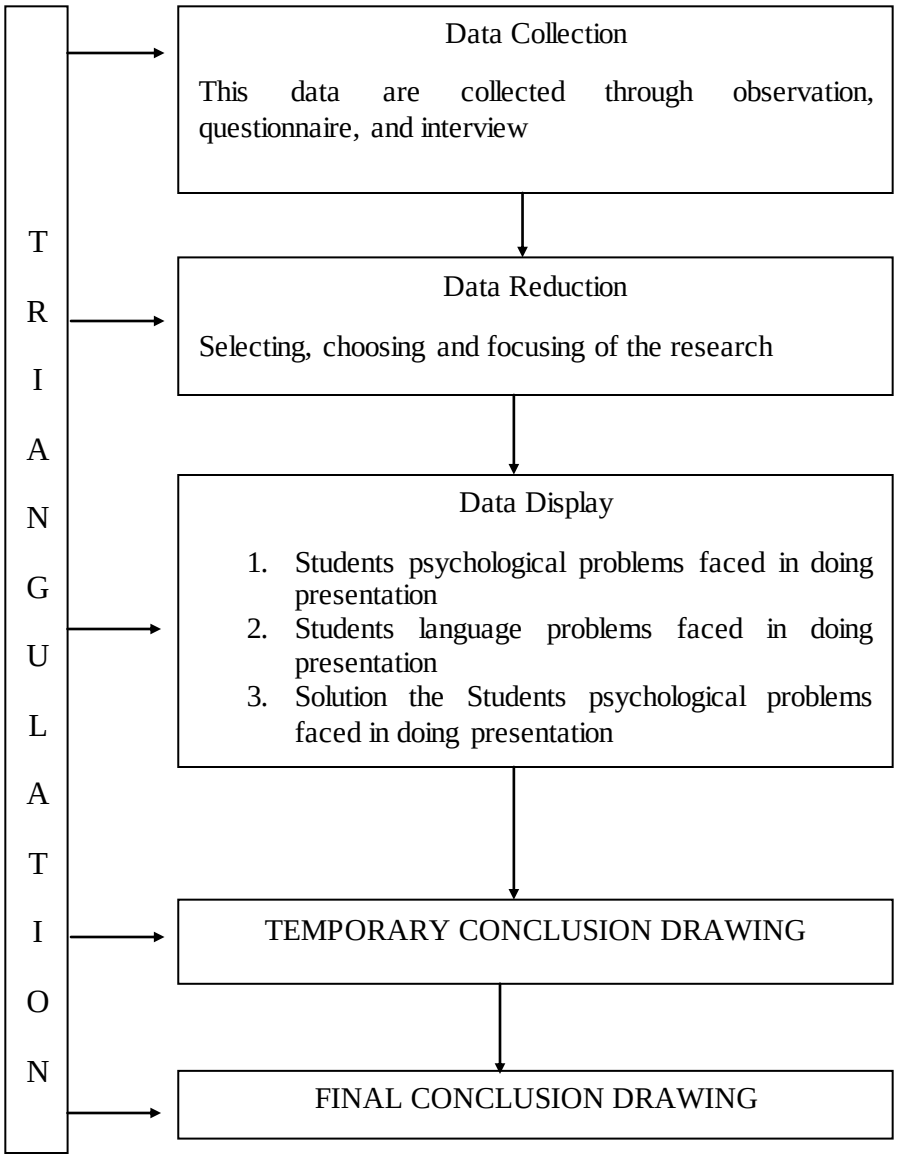
c. Verification and Conclusion

Since the beginning of the research, the researcher made temporary conclusion. In the last step, the conclusion verified to the notes taken and

furthermore, it is brought to the perfect conclusion. Making conclusion is the process of drawing the content of data collected the form of a good statement and having clear data. The conclusion drawing can be started from tentative conclusion which still needs to be completed.

After getting the data, it is analyzed continuously and verified about the validity. Finally, the last conclusion which is more significant and clear can be gotten (Rianto, 2007:32-43). To have the clear understanding about the process of the data analysis, figure 3.1 shows the above procedures

Figure 3.1



(The figure was taken from Yatim Rianto (2007:32) in a book Metodologi Penelitian qualitative dan kuantitatif).

BAB IV

RESEARCH FINDING

This chapter covers finding of the research. The finding is the information found from the field. It discusses the result of the research based on the data from the field. It shows some information got the problems in doing presentation faced by the English department students. Its cover of the psychological problem, the language problem and solve to the psychological problem in doing presentation. The findings are explained as follow:

A. Data Presentation

Data presentation here consists of the result of observation, questionnaire and interview. Observation was firstly held in order to know whether, there were a significant number of the problems in doing presentation faced. The researcher observes the English department students in three meeting 13 may until 22 may. In the first, second and third meeting, researcher just observes situation in the class and observe about presentation process. In every meeting, researchers tried to find some problems in doing presentation faced by every student. And in the last meeting, researcher gave a questionnaire and interviewed students and teacher. The researcher interviewed eight students and the lecturer of content course to confirm the data got from the questionnaires and elicits other problems in doing presentation.

1. Data about psychological problems faced by the students in doing presentation.

a. Data gotten from observation

In the first meeting, the presenters presented about Reading assessment. There were seven members of that presentation. When the presentation was begun, the presenters looked nervous and anxiety. So, the presenter did not speak fluently in explaining their material, and the audience could not catch the explanation well. Or it could be said that the presenter lack of preparation. Even though there were seven members, there were only two members who were active. See appendix 1 for detailed transcript of field notes.

b. Data gotten from questionnaire

The researcher gives questionnaire the students to get data about psychological problems. There are some questions related to the psychological problem in doing presentation as follows:

Table 4.1 Frequencies of psychological problems faced by the students in doing presentation.

No	Psychological Problems	Numbers Respondent
1.	Being afraid of making mistakes	21 students
2.	Being shy to be laughed	17 students
3.	Feeling unconfident	18 students
4.	Feeling anxiety	26 students

According to Table 4.1, in term of psychological problems category, there are 4 questions that the researcher gave; being afraid of making mistakes, being shy to be laughed, feeling unconfident, and feeling anxiety.

21 students said that they felt afraid of making mistakes in doing presentation. 17 students said that they shy to be laughed. 18 students said that they felt unconfident and 26 students said that they felt anxiety in doing presentation. So, it can be seen that the psychological problems faced by students in doing presentation are dominated by feeling anxiety.

c. Data gotten from interview

"Saya merasa takut salah, dan takut ditertawakan teman ketika presentasi".

("I feel afraid to do mistakes, and afraid of being laughed by my friends when doing presentation"). (FRD)

"Nerves, takut salah ngomong, karena bahasa inggris itu sulit. Makanya saya memilih jurusan bahasa inggris agar bisa berbicara bahasa inggris dengan baik".

("Nervous, afraid of making mistakes, because I think that English is difficult so that I choose the English department in order be able to speak English"). (LP)

Here are the statements of the lecturer:

"Murid yang pasif, biasanya mereka selalu diam karena mereka takut untuk menyampaikan pendapatnya dalam bahasa Inggris ketika presentasi".

("The passive students usually keep silent because they are very afraid of expressing themselves in English while doing presentation").

"Seperti yang ada di questionnaire, masalah saya yaitu nerves dan saya malu ditertawakan teman ketika saya membuat kesalahan".

("As like the questionnaire, my problem is nervous, anxiety and I'm shy to be laughed by my friends when I make mistakes"). (NVP)

"Menurut saya masalah yang dominan yaitu nerves tapi saya berusaha percaya diri ketika presentasi".

("I think the dominant problem is nervous but I'm trying confident to do presentation"). (MRL)

"Menurut saya kesulitan pertama yaitu kurang kosakata dalam berbicara. maka dari itu, saya sulit untuk berbicara dan untuk menyampaikan ide yang saya miliki. Masalah kedua yaitu kurang percaya diri untuk menyampaikan ide ketika presentasi karena, saya kurang fasih dalam berbicara bahasa inggris".

("I think the first difficulty is in speaking vocabulary deficiency. Thus, seem difficult to speak to express the idea that I had in mind. The second problem is the lack of confidence to express ideas when did the presentation because I am not fluent in speaking English"). (FRY)

"Tegang dan kurang percaya diri, karena saya tidak mempunyai banyak kosakata.Saya takut dikritik dosen karena tidak semua dosen sama, ada yang baik dan ada juga yang galak".

("Anxiety and lack of confident, because I do not have rich vocabulary. I'm afraid criticizing by lecturer because not all lecturers are same, some of lecturers are kind, some of them are killer etc"). (AZ)

Here are the statements of the lecturer:

"Disamping itu, presenter juga harus menerima pertanyaan- pertanyaan dari audience. Mereka kurang siap untuk menjawab pertanyan- pertanyaan dari audience jadi, mereka merasa tegang ketika presentasi".

("Besides, the presenter should also answer the question that is given by the audiences. They are not ready to answer the audience's question so that they feel anxiety in doing presentation").

2. Data about the language problems faced by students' in doing presentation

a. Data gotten from observation

In the second meeting, the presenter was still the presenters in the first meeting, because in the first meeting the materials had not finished yet. In the second meeting the researcher found the student problems in language aspects, for example the presenter had limited vocabulary, it was showed when they often used Indonesian in explaining material, and the next was lacking of grammar knowledge. The researcher could not find the psychological problems in this meeting, because the presenters were more ready than in the first meeting. The cooperation of this group was good; it was proofed by the fact that they gave the explanation together.

In the third meeting, there were five members of a group presentation. For the topic was still reading assessment. In this meeting, the presenters looked nervous and anxious when doing presentation. The presenter had limited vocabulary, but one of them looked preparing the material well. See appendix 1 for detailed transcript of field notes. See appendix 1 for detailed transcript of field notes.

b. Data gotten from questionnaire

The researcher gives questionnaire the students to get data about language problems. There are some questions related to the language problems faced by the students in doing presentation in doing presentation as follows:

Table 4.2 Frequencies of language problems faced by the students in doing presentation.

No	Psychological Problems	Numbers Respondent
5.	Having limited Vocabulary	30 students
6.	Lacking of grammar knowledge	31 students
7.	Feeling difficult to speak up with good pronunciation	20 students

In term of language problems category, there are 3 questions that the researcher gave; having limited vocabulary, lacking of grammar knowledge and feeling difficult to speak up with good pronunciation. 30 students said that they had limited vocabulary. 31 students said that they felt lack of grammar knowledge and 20 students feeling difficult to speak up with good pronunciation. So, it can be seen that the language problems faced by students in doing presentation are dominated by lacking of grammar knowledge.

c. Data gotten from interview

"Masalah saya sama dengan teman- teman, karena kurang dalam kosakata dan grammar".

("My problem is same with my friends, because of lack in vocabulary and lack in grammar"). (FRD)

Here are the statements of the lecturer:

"Masalah murid yaitu kurang dalam penggunaan bahasa Ingris, jadi banyak mahasiswa yang tidak terstruktur dalam berbicara bahasa inggris. bahkan murid – murid tidak dapat berbicara dalam satu statemen atau kalimatpun. mungkin karena kurang menguasai grammar itu murid merasa kurang percaya diri".

("The problem of student's is the lack of using English, so that the students feel difficult to speak English structurally. Moreover the students cannot speak even one statement or sentence. Perhaps, the lack of grammar English makes students feel lack of confident").

"Masalah saya sama dengan teman- teman, karena kurang dalam kosakata dan pengucapan. Walaupun saya tinggal membaca materi, cara pengucapan dan penulisan kosakatanya berbeda. Jadi teman- teman saya selalu menertawakan ketika pengucapanku kurang baik".

("My problem is same with my friends, because of lack in vocabulary and pronunciation. Even though I can read the material the pronunciation and the written vocabulary are different. So, that my friends usually laugh at me while pronouncing poorly"). (FRD)

3. Data about the ways to solve the psychological problems faced by the students in doing presentation

   a. Data gotten from observation

In the first meeting, the presenters presented about Reading assessment. One of the presenters looked a little bit tense and nervous it can be. Seen when he described he was reading a book; she also did not look at the audience. She stammered in its delivery, so that she was the audience could not hear what she said. Fortunately no one of her friends that helped explain the back with a loud and clear voice, but Mrs. ida always gave wash back to clarify explanations reviews submitted presenter. She was patiently and kindly explained, so that the audience gave the questions for him.

b. Data gotten from questionnaire

The researcher gives questionnaire the students to get data about the ways to solve the psychological problems in doing presentation. There are some questions related to the psychological problem by the students' in doing presentation as follows:

Table 4.3 Frequencies of The ways to solve the psychological problems by the students in doing presentation.

No	Psychological Problems	Numbers Respondent
8.	The teacher stimulate the students to practice speaking Indonesia in doing presentation	30 students
9.	Prepare the material before doing presentation	27 students
10.	The teacher give correction the students mistakes when did presentation	26 students

In term category of the ways to solve the psychological problems, there are 3 questions ; the teacher stimulate the students to practice speaking Indonesia in doing presentation, prepare the material before doing presentation and the teacher give correction to the students mistakes when did presentation. 30 students said that the teacher stimulate the students to

practice speaking Indonesia in doing presentation. 27 students said that prepared the material before doing presentation and 26 students said that the teacher gave correction to the students mistakes when did presentation. So, it can be seen that the ways to solve the psychological problems by students in doing presentation are dominated by teacher stimulate the students to practice speaking Indonesia in doing presentation.

c. Data gotten from interview

"Kadang- kadang dosen menyuruh murid untuk menggunakan bahasa indonesia ketika mempresentasikan sebuah topic".

("Sometimes, the lecturer orders the students to use Indonesian language when he/she present about the topic"). (LN)

Here are the statements of the lecturer:

"strateginya dan pemecahan masalahnya untuk masalah murid ketika presentasi ya saya beri stimulasi yaitu saya membolehkan murid menggunakan bahasa Indonesia ketika menyampaikan materinya. dengan catatan mereka tidak boleh menggunakan bahasa Indonesia keseluruhan, agar murid mau mencoba belajar lebih giat lagi ".

("The strategy and solving to the students problem in doing presentation that I give is giving the stimulation, thus I allow the students to speak in Indonesia when delivery the material. In addition they should have not use Indonesian at all, in order to make the students to try or study hard").

"Membaca makalah dulu sebelum maju presentasi, belajar grammar dan memperbanyak vocabulary".

("Reading the material before doing presentation and learning about the grammar more, enrich the vocabulary"). (MRL)

"Saya membaca materi dan mentranslate di google translate jika saya tidak tau bebrapa arti yang ada dimateri".

("I read the material and translate into Google translate if I cannot understand the meaning of certain material"). (FRD)

"Saya belajar dan diskusi dengan teman sebelum presentasi."

("I have to learn and discuss the material to my friends before presentation"). (LP)

"Seperti yang sudah saya paparkan sebelumnya, menyiapkan dengan baik dan terus belajar."

("As I mentioned before, good preparation and keep learning"). (AZ)

"Guruku selalu memberi masukan apabila presenter ada yang salah ketika presentasi jadi, presenter jadi lebih baik dari sebelumnya".

("My teacher always gives suggestion the presenters mistakes when did presentation so it will make the next presenter do better than before"). (FRH)

From the data above, the researcher can get the point that most of students had problem when doing presentation in every meeting. In fact, most of them have problems on language; limited vocabulary and lacking of grammar knowledge. And also almost students have psychological problems especially being afraid of making mistakes, and anxiety when doing presentation.

B. Research Finding

From the interview, observation and questionnaire the researcher got similar answers among the students related to the problems faced by the students in doing presentation. Based on those observation and students' answers, the researcher can get the point most of problems faced by the students is being afraid of making mistakes and feels anxious when doing presentation so, the presenter did not speak fluently in explaining their material, and the audience could not catch the explanation well. Researcher also got similar answers among the students related to the cause of the problems faced by the students in doing presentation. They said that the cause of problems as being afraid of making mistakes and feels anxious of having limited vocabulary and lacking of grammar knowledge. It was showed when they often used Indonesian in explaining material.

Researcher also got similar answers among the students related to the strategy to overcome those problems. Based on those students' answers, the researcher can get the point that most of students must prepare the material before doing presentation to overcome the problem. Whereas, lecturer has to have a strategy to make the students speak up. Firstly, the lecturer has to stimulate the students to speak up in doing presentation. Stimulating the students is important because it is mediator between the students' need and activities applied. The lecturer must give correct word or sentence to help the students to speak up in doing presentation.

CHAPTER V

DISCUSSION

This chapter covers discussion of the research. Discussion is process of making a decision or a conclusion about the topic of this research that are the psychological problem faced, the language problems faced and the ways to solve the psychological problems faced in doing presentation.

A. The Psychological Problem Faced by the Students in Doing Presentation

From those data, researcher gets the point that the students have many problems in doing presentation. The researcher knows that every student has different problems about that, but there are some students has same problem. Most of the students got psychological problems in doing presentation. According to Juhana (2012:101) here, there are some psychological factors faced by the students in doing presentation, they are; fear of mistake, shyness, anxiety, lack of confidence, and lack of motivation. In this research researcher get one of the aspects that influence the ability of students in presentation is afraid of making mistake and feeling anxiety.

Aftat (2008) in Juhana (2012:101) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity.

The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz (1991) in Juhana (2012:102). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

B. The Language Problems Faced by the Students in Doing Presentation

From Table 4.1, researcher got the point that the students' has many problems in doing presentation. Most of the students got language problems in doing presentation. As the result of students' interview and questionnaire about their language problems in doing presentation is having limited vocabulary and lacking of grammar knowledge.

This is in line with the research done by Mukminatien (1999: 1-10) that found that students of English departments have a great number of errors when speaking. The errors include pronunciation (e.g., tenses, preposition, and sentence construction), vocabulary (e. g., incorrect word choice), fluency (e.g., frequent repair), and interactive communication (e.g. difficulties in getting the meaning across or keeping the conversation going). Finally, Eviyuliwati (1997: 55- 60) suggests who reported that students had

difficulties in using grammar and in applying new vocabulary items in speaking class.

Speaking is one of language skill can be learned by communicating with others. The students are able to use English in daily conversation in English Department University. From explanation above, in presentation process, the students have some problems. There are some students who have good ability and also have some problems in doing presentation. They thought that the main problem faced in doing presentation was lack of language covering the vocabulary and grammar so that it leads to appear the psychological problem such as: fear of mistake, nervous and others. Therefore, the possible way to decrease the problems in doing presentation is the role of lecturer. The lecturer can stimulate the students to evoke the student's desire to practice speaking English through mixing between using Indonesia language and English language. In other words, the lecturer may gives suggestion to the students about the language error after doing presentation.

C. The Ways to Solve the Psychological Problems Faced by the Students in Doing Presentation

As the result of interview and questionnaire many ways to solve the psychological problems faced by the students. In this research researcher get one of the solutions to give motivation and stimulate the students to practice in doing presentation.

According to Juhana (2012:101), one solution to solve the psychological problem is providing students with positive reinforcement besides, Keramida (2009) in Juhana (2012: 102), state that motivating students and creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate. Finally, Zua (2008) in Juhana (2012: 101) suggests that the teacher should create a harmonious atmosphere that can reduce students' nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carry out a communication.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. Conclusion is summarizes the result of the discussion based on the research problems. So, it summarizes about the psychological problems faced in doing presentation, the language problems faced by the students and the way to solve the psychological problems. While, the suggestion is the researcher recommendation based on the result of the research for having better result in teaching and learning speaking.

A. Conclusion

Based on the result of the research on the discussion, the researcher concludes that:

Psychological problem is one of problems faced by the students in doing presentation. Those problems are; fear of mistake, shyness, anxiety, lack of confidence and lack of motivation. In this research researcher get one of the aspect that influences to the ability of students in presentation, that is feeling anxiety.

Language problem is problems faced by the students in doing presentation too. Most of the students got language problems in doing presentation, as having limited vocabulary, lacking of grammar knowledge

and feeling difficult to speak up with good pronunciation. From those language problems, lacking of grammar knowledge is dominant.

The ways to solve the psychological problems faced by the students in doing presentation are giving motivation the students and stimulation to practice in doing presentation. So that, the researcher concludes that the students problems can solve by the lecturer.

B. Suggestions

Based on the conclusion mentioned, the researcher would like to give some suggestions as consideration, they are:

1. For the English lecturer
    a. The lecturer should have variety strategies to make the students be more active in speaking especially in doing presentation
    b. The lecturer has to guide the students' presentation to increase the students spirit in doing presentation
2. For English students
    a. The students should practice English both in the class and out class to improve their speaking ability
    b. The students have to have high confidence to present about their idea in having classroom presentation.

3. For the next researcher

   a. It is expected that the result of this study can be used as reference to conduct a further research that is related with the problems in doing presentation.