

# CHAPTER I

## INTRODUCTION

### A. Background of The Study

As an international language English has many functions, such as to develop science, technology, culture and art. Learning English means learning language component and language skills, grammar, vocabulary, pronunciation are example of language component, meanwhile language skills are listening, writing, reading, and speaking. As EFL learners we have to be mastered all the skills above, some people who learning English want to be able to speak English fluently, because generally English is a language and language is used for communicating to each other. Man as a social being. The word “social being” it means human need others, and it is impossible for man to live alone. As we know that communication is one of basic human needs in life. The best way of doing communication is by speaking. According to Richards and Renandya, “Speaking is one of the elements of communication”.<sup>1</sup> Furthermore, English has been one of the most used languages in the world. Almost every country in the world study English as they foreign language. In Indonesia English become one of the compulsory subjects in almost every level of school.

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<sup>1</sup> JC Richards & WA Renandya , *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge: University Press, 2002) p 201

Indonesian students often find difficulties when speaking English especially in front of the class even for the students of English department. Students of English education department have English class more often than other students. They must speak English in every English subject. When the students have a presentation they should use English in conveying the materials. Very often students can't use English fluently and appropriately even they often use Bahasa when they don't know what word they must say because speaking is the hardest among the four English skills. Ur has stated "Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language."<sup>2</sup>

Oral Presentation is very common in English education department class. Lectures always use it to make the students more active. Oral presentation becomes the appropriate way to improve students' speaking ability.<sup>3</sup> Lecture usually divides the students into some groups or individual then asks the students to present the material in front of the class. The aim of the presentation is to improve student's speaking skill and to build student's mentality. Oral presentation also has positive impact to the students. Some students who do not like to speak in the classroom will be forced to speak up in classroom. Just as Rajoo argued, "oral presentation

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<sup>2</sup> Ur. P, *A course in Language Teaching. Practice and Theory* (Cambridge: Cambridge University Press. 1996), 20.

<sup>3</sup> Valeriya Gogunskaya, *Powerful Presentations Developing practical guidebook for students* (Savonia University 2015), 5.

skills will empower students to communicate complex ideas and information in a manner that would be easily understood by the audience”.<sup>4</sup>

There are more than 3 types of presentation the first is informative presentation, the second is persuasive presentation, and the last is good will presentation. The presentation that usually happens in the classroom is informative presentation. The aim of informative presentation is to inform the audience on some topic. The presenter will provide information and the presenter will convey the material in front of the class.

The key in oral presentation is communicating. In oral presentation the speaker should be able to deliver the material clearly so the audience will be easy to understand the material. Valeriya Gogunskaya has stated “Performing in front of an audience is an effective exercise to gain self-confidence, lucidity of mind and clarity of speech. In addition, throughout the practice of presenting, we gain a power of observation and skills of critical thinking and analyzing”.<sup>5</sup> By simply learning to present, students can develop themselves in multiple dimensions, which enhances interpersonal relationships and brings wider career pro-spects.

Having good public speaking is one of the skills which must be mastered by students in English education department. Oral presentation is categorized as an important task which is beneficial for the student’s

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<sup>4</sup> Rajoo, S. A, *Facilitating the development of students’ oral presentation skills* (Voice of Academia (2010), Retrieved may 20, 2018, from [http://kedah.uitm.edu.my/v1/images/stories/industrial\\_linkages/uitm\\_press/voa\\_5\\_1\\_2010/5\\_1\\_2010\\_5.pdf](http://kedah.uitm.edu.my/v1/images/stories/industrial_linkages/uitm_press/voa_5_1_2010/5_1_2010_5.pdf)

<sup>5</sup> Gogunskaya, *Powerful Presentations Developing practical guidebook for students*, 8

future.<sup>6</sup> Because in English Education Department the students will be taught as teachers so that oral presentation or public speaking are really necessary. If we have good presentation skill, they will be easy to convey the material to the students.

In English Education Department oral presentation become one of the competences that should be done by students. Almost every lecturer use oral presentation as their assessment criteria in class. Oral presentation looks like an easy activity, because we just speak up in front of the class and make sure the audiences understand the material. But in reality many language learners find out difficulties to express themselves in spoken language in the target language. The difficulties could be caused by many factors like self-confidence, linguistic, or physical condition.

There are some previous researches related to speaking performance. A research had been done by Park and Lee from Kunsan National University, Concordia University. This research is examined the correlation between learners anxiety, self-confidence and oral performance. The participants of this research were 132 Korean college students who enrolled the English conversation classes in 2004, the researcher collected the data used questionnaire. The result of this research showed that there were significant effects of anxiety and self-confidence on L2 learners' oral

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<sup>6</sup> Bram Sivadjati, *Strategies In Facing Difficulties In Oral Presentation*,( Satya Wacana Christian University, 2016, 1.

performance, The correlation analysis of anxiety/confidence and the elements of oral performance showed that confidence was more closely correlated with the L2 learner' attitude and interaction including communication strategies and social conversation skills of oral performance, while anxiety was more negatively correlated with the L2 learner's range of oral performance such as vocabulary and grammar.<sup>7</sup>

Nguyen Hoang Tuan and Tran Ngoc Mai from University of Thu Dau Mot Vietnam have investigated research about speaking problems of the students at Le Thanh Hien High School and the factors affecting their speaking performance. The subjects of the study were two hundred and three grade 11 students and ten teachers of English. The research instruments used in this study were questionnaires and class observation. The result of this research showed that The results of the study indicate that the students faced many problems such as (1) they spoke very little or not at all; (2) they could not think of anything to say; (3) they used Vietnamese instead of English when they discuss in groups or in pairs; (4) their participation was low or uneven; (5) they did not have motivation to express themselves; (6) they were fearful of criticism or losing face; (7) they had a habit of translate the information in the textbook into Vietnamese before they speak; (8) they looked at their textbook when they speak. The results also show that there were many factors affecting students

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<sup>7</sup> Park, H. & Lee, A.R. (2005). L2 Learners' Anxiety, Self-confidence and Oral Performance.

speaking performance as follow: (1) topical knowledge; (2) listening ability; (3) motivation to speak; (4) teachers' feedback during speaking activities; (5) confidence; (6) pressure to perform well and (7) time for preparation.<sup>8</sup>

After knowing the previous studies, the researcher admit there are similarity and differences among this study and others study, But the researcher believe that there will be something new in doing research. Because in doing research the place, the time, the participant, and the technic will be different in every research.

Based on the problem above, the researcher would like to conduct research about **“IDENTIFYING THE STUDENTS’ DIFFICULTIES IN THE ENGLISH ORAL PRESENTATION”**.

## **B. Identification of Problem**

Based on the background above the researcher concluded that there are some problem in doing presentation especially oral presentation in the class, included: the audience can't understand what the presenter explain, the presenter forget what they want explain in front of the class, the presentation get bore, and the presenter get nervous.

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<sup>8</sup> Nguyen Hoang Tuan and Tran Ngoc Mai, “Factors Affecting Students’ Speaking Performance At Le Thanh Hien High Sschool”, *Asian Journal of Educational Research*, Vol. III, No. 2, (2015),8.

### **C. Research Questions**

The researcher in this research is eager to identify:

1. What are factors that causes of poor performance in English oral presentation among Students of English Education Department in the classroom?
2. In what extent do the students feel difficult in conveying the material?

### **D. Objectives of The Study**

The main aim of this research is as follow:

1. To investigate the factors that make poor performance in English oral presentation in the classroom
2. To identify the extent of the students' difficulties in delivering material

### **E. The Significant of The Study**

This research is significant to the teachers and students because this research will help the teachers to know the problem of presentation. The result of this research also will be useful for teachers who are going to analyze the student's problem in doing oral presentation. This result of this research will give the new knowledge about oral presentation. And the last is for the other researchers who would like to conduct the same issue of this

research can find out the additional information and references through reading this study.

For the researcher, the result of this research will give new knowledge about students' problem in English oral presentation. And the last is for the other researchers who would like to conduct the same issue of this research can find out the additional information and references through reading this research.

#### **F. The Limitation of The Study**

Because this research is too wide, researcher limits this research only for informative Presentation (class presentation) and focusing on investigating the factors that make poor performance in English presentation. Because the population is too large the researcher only focused on several forth semester students of English Education Department Islamic State University Sultan Maulana Hasanuddin Banten.

#### **G. The Organization of Writing**

To make this research easy to comprehend, the researcher divides this research into three chapters:

**Chapter 1 is introduction.** In this chapter the researcher puts some points: background of the study, the statement of the problem, the objective of the study, the significant of the study, the limitation of the study, and the writing organization.



**Chapter 2 is theoretical frameworks.** This chapter consists of the theories from some experts who have conducted the research related to this research.

**Chapter 3 is research methodology** which consists of the methodology that researcher going to use in conducting this research.

**Chapter 4 is Finding and Discussion.** This chapter consists of the result of this research.

**Chapter 5 is Conclusion and Suggestion.** The inference of the research and the suggestion for the next researcher.

