

# CHAPTER I

## INTRODUCTION

### A. The Background of the Research

There are four important skills that should be well mastered by the students in learning English and so is in other languages; such as listening, speaking, reading and writing. Those skills are the objective skills in teaching and learning English as a foreign language. They cannot be learned separately since they are related one to another. This research is only focus to one of the skills listed above, it is speaking.

Speaking is a skill which is helpful for students to express their ideas, feeling, emotion, and thought. Harmer (2004) said that speaking is a vital skill for English language learner as much as for everyone using their own first language. As cited in Gebhard, (1996) speaking is one of two productive skills in a language teaching. It is because the speaking is a process of building and sharing meaning through the use of verbal or oral form. In line with the opinions above, so Bahrani (2012) stated that one of main concern of the most language teachers is how to help language learners to develop satisfying language proficiency.

As it is said, speaking proficiency has received the greatest attention among both the language teachers as well as the language learners. However, a student who is good in listening and reading comprehension, it does not mean that he or she will be good in speaking. A discriminating ear does not always produce a fluent tongue.

There has to be trained in the productive skill of speech as well. Speaking is the most skill that helps students to learn language easily, because they are provided many advantages such as; speaking reinforces the grammatical structures, idioms, and vocabulary; speaking also enhances the students to adventure the language; by speaking the students will be involved with the language effort to express their ideas. In order to be able to speak in English, of course students should have learned first the language whether it is formally or informally. In this process of learning, of course there should be someone who facilitates them, they are usually is called a teacher, tutor or lecturer.

In Indonesia, English is learned as foreign language. It means that English is not a must but it should be mastered because there will be some advantages for them who are able to use the language for communication. Simply said, that someone who understands English as a skill must have a bright future, moreover in the era of *Masyarakat Ekonomi Asean (MEA)* and globalization era. For instance, our president has to used English language if he wants to deliver his speech in APEC. Besides, nowadays in the business line, speaking becomes the most powerful meaning to influencing others. Those make that a language learners should be able to speak in front of others, to deliver the messages well.

In addition to the fact of the the importance of English, Baker (2003) asserted that more and more educators, governments, ministries of education and employers need people who can speak English well. Companies and organizations make English as an important requirement when recruiting staffs due to the communication used

within the international marketplace. So it can be concluded that someone with good ability in speaking English may have a greater chance in his chosen job and career. Due to those elaborations, so speaking should be taught well to the students in the classroom, unless they will not be able to master it well.

In order to be able to speak English well, someone should learn the English well, where in this activity he should be assisted by a qualified and professional teacher or lecturer, therefore teaching and learning in general need to be given more attention especially for speaking. Some approaches (teacher centered learning and students centered learning) and methods on teaching speaking have been long focused on language teaching researches and conferences, and then a huge number of conversation and other speaking course books, audios and videos are continuously published. So that, many language learners assume that speaking skill as a measurement of knowing a language. They define fluency as the skill to converse with others, much more than the skill to read, to write, or to comprehend oral language. They think speaking as the most important skill they that should be required in learning English.

Recently speaking English has been dramatically increasing due to the strengthening position of English as a language for international communication. It is used as the working language in 85% of international organizations (Crystal, 1997) and its function as the main gate to get a better job, especially in multinational companies have motivated a great number of people around the world to learn English as a second language or and as a foreign language in order to be able to speak

it. Graves (2008) accentuates the purposes of learning a language as target language in removed contexts are varied, but the thrust is to learn English language is to communicate, to improve one's economic prospects, to expand one's horizon's both literally and/or figuratively to be a global citizen.

In relation to this, Richards and Renandya (2002) assert that a large percentage of the world's language learners study English in order to develop proficiency in speaking. In fact, many students consider language fluency to communicate verbally with others is often considered to be the most important than the skill to read or write. They argue that speaking is the most important language skill that needs to be controlled, and they assess learning ability based on mastery of speaking skills (Burnkart, 1998).

Realizing the high importance of English speaking skill for English as Foreign Language (EFL) programs, it is very important to find and use the best instructional methods, materials, activities, media, and other requirements that will help the learners master speaking skill. However, although a great number of studies aimed to help learners master English speaking skill has been conducted, many EFL learners still find it is difficult to master, in addition to the view that speaking is the most complex and difficult skill to master (Hinkel, 2005). Another cause is possibly that those studies still mainly deal with the linguistic aspects of second language acquisition. Small research has been carried out regarding students' perspectives on the learning of speaking in the EFL classroom, whereas students' views, which at

least provide awareness to teachers in this context is an important aspect to be considered.

A fact shows that the students' speaking ability is still a problem, their disability in good English due to limited vocabulary, difficulty in organizing idea, lack of knowledge on certain topics of speaking, no motivation to speak, and lack of confidence in grammar. Besides them, culture also takes part to this disability, where it is unusual for students to talk out loud in class, or for the students feel really shy about talking in front of other students; but this problem is not so a great deal in learning speaking because it can be solved by creating and establishing your own classroom culture where speaking out loud in teaching English is allowed and creating a relaxing classroom atmosphere in which the students feel comfortable. To the first problem presented in this paragraph will be a bit hard to be solved for there will be many factors that might influence it. Therefore, in order to improve the students' speaking ability, a lecturer should find a better way to solve the problems faced by the students in learning speaking.

Bahrani (2012) asserted the way to solve this is to distinguish your classroom from other classroom are by: arranging the classroom desk differently, in groups instead of lines or by decorating the walls in English language and culture posters that giving positive feedback also helps to encourage and relax introvert students to speak more. Another way to get students motivated to speak more is to allocate a percentage of their final grade to speaking skill and let the students know they are being assessed continually on their speaking practice in class throughout the term.

Besides, a teacher should well determine the methods or the strategies which are going to be implemented in teaching English. It means that, whatever the condition of the class, we have to be able to use appropriate teaching methods or strategies in the classroom. Therefore, recently many of the experts try hard to find what strategies that might be possible to be implemented in the classroom. After reading some theories about teaching speaking methods, there is a good method that might be implemented in overcoming the speaking problem faced by the students. It is presentation. Some researchers had also conducted researches to see whether this method is applicable to be implemented in teaching speaking toward presentation. Meyer and Faraday (2008) found that there is a significant effect on students speaking skill. It means that this method is applicable to be implemented in speaking classroom. The second researcher was Zumbrun, Tadlock & Robert (2011), they encourage their students in learning speaking by using presentation and the result was satisfying.

As information, this technique is also used at Christian University of Indonesia, exactly in English Education Study Program. Therefore, the researcher is interested in conducting a research to know the university students' perceptions on this technique. So it was decided to conduct a research entitled in "Students' Perceptions on the Effectiveness of Presentation Technique to Their Speaking Ability". At the end of this research it is expected that the students have positive perception on the effectiveness of presentation technique toward their speaking ability.

**B. The Problem of the Research**

In relation to the background of the research, the problem of the research is formulated in the form of question: “What are students’ perceptions on the effectiveness of presentation technique to their speaking ability?”

**C. The Objective of the Research**

Dealing with the background and the problem of the research, the objective of this research is intended to know and to investigate the students’ perceptions on the effectiveness of presentation technique to their speaking ability.

**D. The scope of the Research**

Due to a very limited budget and time of the researcher and to meet the objective of the research, so this research limited on the perception of the students toward the presentation technique used by the lecturer to improve their speaking ability. The respondents of this research were limited to the non- regular class of the English Teaching Study Program of Christian University of Indonesia. The sample will be the students of 2010 – 2014 batches. In addition, the data will be collected through survey and interview.

**E. The Significances of the Research**

This research is expected to be useful for teachers, students and other researchers. Hopefully it will be beneficial to the followings:

1. To teacher, this research can be useful to provide a teaching method for English teacher to instruct the students in learning process.
2. To the students, to train students to be an Independent Learner ,prepare students to be more skillful and develop students to be a potential through qualified presentation
3. To the further researcher, this research might help them in doing any researches which is in the same field where the result of the research could be used as reference or as comparison to the research that they are going to do.