

STUDENTS' PROBLEMS IN GIVING PRESENTATION A STUDY AT STKIP PGRI OF WEST SUMATERA

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Abstract

Class presentation is one kinds of activity that is done by the teacher in teaching and learning. In class presentation, the students will present the material or topic that will be discussed in the classroom. In presenting the material, the students get the opportunities to speak English well in their performance. It also gives valuable experience for them to prepare themselves to use English in multi society where English is a demanding tool for communication in our today's life. This paper is intended to discuss about students' problem in giving presentation in classroom. The data of this research are collected while teaching and learning process by means of observation, recording, and note taking. The result of the research are, students have some problems in delivering and content of presentation. The result indicates that the students need more practice to improve their speaking performance and take more attention about delivering technique in presentation. While, presentation skill need to be transferred in the classroom by the teacher to prepare students for their further academic career as well as future professional surrounding.

Keywords: *Classroom Presentation, Presentation skill, Students 'Problem*

1. INTRODUCTION

In the era of information and technology, every people are demanding to master the English language for communication purpose. Nowadays English is widely used for different purpose such as academic, business, diplomacy, news and information, entertainment and others. It proves that the English language has become a basic requirement for students and job seeker in this increasingly globalized world. In order to meet the needs for international communication, Indonesians students need to be proficient in English, especially in oral communication skill. Communication skill is highly needed by students in order to prepare them for their possible further academic career and future workplace.

Students need a lot of practice the English language to make them able to communicate in multi-society. To prepare students, teachers should be able to give them a great experience in learning language and encourage students to have practice of communication in English because language is means of communication. Students are considered to have language proficiency when they know how to use the language in a various communication setting.

In developing students communicative competence teacher should be able to encourage students to get involved actively in learning process. This approach is commonly known as Communicative Language Teaching (CLT). The ultimate goal of Communicative Language Teaching is the students have the ability to communicate or students learn language through using it to communicate. To make the students take part actively in learning process and use the language, a teacher should bring interactive activities into the classroom. Classroom presentation is one of the activities that can bring about interactivity between students and teacher, students and students.

Giving presentation in the classroom is necessary for the students in order to encourage them to have intensive practice to use the English language productively, receptively, in unrehearsed outside the classroom. Students are given opportunities to practice English language in situation which encourage them to express their needs, ideas, and opinions. Particularly, in global world where English is high demanding as a tool of communication in multi lingual and multi society. Students are also hope to be more success in their further academic career and future professional surrounding.

Realizing the importance of classroom presentation, most of English department lecturer at STKIP PGRI Sumatera Barat consistently use class presentation activity. The researchers as a lecturer who teach English for Specific Purposes (ESP) subject bring classroom presentation as interactive activity into the classroom. It has purpose to make the students more active in participating and use English language in the classroom. Learning process needs active students and challenging as well as creative teachers. It is supported by Poorman (2002) he notes that "true learning cannot take place when students are passive observers of teaching process". It means that students will not interest in the learning activities because the teachers do not create a conducive and challenging atmosphere for the students to make them get involved actively in classroom activities.

Generally, in class presentation, the students will present the material or topic that will be discussed in the classroom. The lecturer divides the students into some groups. Next, give the material for the students, and ask the students to discuss the material with a group. Then, the lecturer asks the students to perform their result in front of the classroom. Lecturer as a facilitator and guide has to establish situation likely to promote communication. Communicative interaction encourages cooperative relationship among students.

In presenting the material, the students get the opportunities in speaking English more. All of the students include in the group discussion. A group as performer and the other groups as audiences will give the questions, suggestions, and contributions. It is supported by lecturers' feedback related to the presentation and material that is discussed in the classroom.

Unfortunately, based on the observation, it was found that the presentation was not run expectedly. They looked nervous to sit in front of the class to deliver the material. It makes the students were confusing in delivering the material in using English language. The students also were difficult to use English for communication; therefore, students did not use English as much as possible yet. Furthermore, they seemed not ready to perform, got difficulty in using media and attract audience's attention. Even, they wanted to finish the presentation soon.

Dealing with the phenomenon above, the researcher is interested to observe more about the students' problem in giving presentation in classroom setting. The problem of the research was formulated in the following question: "What is the students' problem in giving presentation in the classroom?" This research is therefore aimed to investigate the English Department students' problem at STKIP PGRI Sumatera Barat in presenting the material in the classroom.

2. REVIEW RELATED LITERATURE

Class presentation is one kinds of activity that is done by the teacher in teaching and learning. In class presentation, the lecturers divide the students in to group discussion, one group as presenter and others as audience. The lecturer also divides the materials that should be presented by presenter. Presentation is an activity used in academic course in conveying the content of learning and giving the opportunity to the students for developing team working (Chivers and Michael 47). It can be said that class presentation is frequently used in learning. The students provide to group work in presenting the material and practice the language to deliver the content of learning.

In addition, Barras has argued (72) that presentation is a special kind of talk. In this case, in presentation have more than two presenters that will invite the audience to give a contribution in discussion. The presenters will introduce the topic, explain the focus term, and persuade those presents. It can be seen that presentation does in class discussion which the students as presenter get the opportunity to deliver the materials and the essential terms in discussion, therefore; there are some contributions will be given by the audience in discussion. In other words, in presentation class it is needed two or more performers that will explain the topic in presentation class, and audiences are needed to give valuable contribution in discussion.

Similar to Thonbury arguments, he stated (125) presentation is special term of discussion. Class presentation is used to deliver the topic in the classroom by giving feedback from the audience. In doing presentation class, it is needed the speaker and the audience. In this case, class presentation is the kind of discussion that is used by the teacher in teaching and learning. Students have great opportunity to use English language in order to deliver the topic that is discussed at that time. It is also can lead students to more developed ideas and therefore greater confidence and more effective communication. Discussion in class presentation also explains by Thonbury. He has explained (125)

that discussion is one way of class presentation do by the students in order to deliver the topic discussion. On the other words, class presentation gives the opportunity to the students to develop their ability of the materials and share with the peers in the classroom.

Classroom Presentation as Communicative Learning Activities

Realizing the communicative competence, English Department lectures at STKIP PGRI Sumatera Barat are trying to make their class more communicative. In the class mostly lecturer encourages the students to use English interactively and consistently. Challenging students to communicate with other students in term of standing in front of the class to give an oral presentation, it clear enough will give them great experience exposure that language. It is also the way for students to improve their English particularly in speaking performance.

It is important that language teachers include task that allows students to use the language skills that they have learned to communicate with others in the classroom (Apple 286). Means that, in learning English it is important for learner to use the language that they are learning. It is line with the ultimate goal of communicative language teaching. Oral presentation in the classroom gives students the opportunity to communicate their needs, ideas, and opinion by using target language in a meaningful way and the students will develop communicative competence.

Moreover, it provides opportunities for rehearsal of real- life situations and provides opportunities for real communication. Then, in class presentation students regularly work in groups or pairs to transfer and negotiate meaning in situation where one person has information that others lack (Celce-Murcia 1991).

If the activity is properly designed, participating in class presentation can provide students with an enjoyable learning experience that allows them to interact with others using only the language that they are learning. Also, oral presentation where it generally in group allow students to engage in a cooperative task and in problem solving activities.

The Benefit of Oral Presentation

Oral presentations have been shown to be successful to improve students' skill in English, encourage students become active, and increasing their autonomy. Presentations require students to use all four language skills in a naturally integrated way; and that presentations have been shown to encourage students become active and autonomous learners (King 401). Furthermore, Girard, Pinar and Trapp (77) found that using oral presentations in the classroom lead to greater class interaction and participation, an increased interest in learning and noticeable improvements in their students' communication and presentation skills. Presentations have been also shown to improve students' abilities in ways that can be beneficial for their future employment (Zivkovic, 474). Nowadays many employees are looking for candidates who have the ability to give formal presentations. Experience with oral presentation in the classroom will give much higher chance for students to show their abilities in giving presentation. In short, for most language teachers the seven major benefits to using oral presentation in the classroom are:

1. Improving students skills in English
2. Encouraging students to become active (students-centered)
3. Increasing their autonomy
4. Increasing students interest
5. Improving students communication and presentation skill
6. Collaborative/work together
7. Improving students' abilities/ beneficial for future academic career and employment

Communication and Presentation Skills

In presentation, student is doing the performance in order to deliver idea, opinion, feeling, and tough related to the material in the classroom. This activity is done to help the students to use their English in learning. Doing the performance means taking an opportunity to converse the idea, seeking for information, organizing the tough, and distinguishing between fact and speculation (Barras 22). It means, performance in presentation is how to deliver the message by searching the information or data then arrange them. Besides, the speaker should know between fact and opinion in delivering the idea. Hence, (Richards 27) has stated that performance is talking. It means someone is

trying to communicate a specific topic to others. An oral presentation should never be a monologue, but an active dialogue in which verbal communication is not the only constituent (Zivkovic 470).

To communicate well, a special skill is needed. Here, communication skills are required by students whether they are expected to give presentation in classroom presentation, seminar, conference, symposia or other meetings. The effective and good presentation include the considering content of speaking, planning and preparation, time management, good communication skill, and supporting documentation (Chivers and Michael 20). It means in presenting the materials, the students need to pay attention a carefully planned and constructed guideline of performance, know the interesting topic and audience. Then, time management and communication skill will support the performers in presentation class. In short, students should pay attention in preparing, organizing, and delivering oral presentations.

Before going beyond in speaking performance, it is better to prepare some preparations (Barras 86). In this case, in preparing the performance, the performers should consider, first think. In this stage, the performers make sure the topic, purpose, and allocate the time in presentation. Second, plan, in this part, the performers prepare kind of outline, specific terms, and visual aids for delivering the materials. Third, write, the performers need to write the points that will be discussed with the audience. Fourth, check, the performers need to check the preparation from the beginning and complete the deficiency. And last is practice, the students can practice their performance in presentation class.

Furthermore, Zivkovic has divided (468) the important aspect of spoken presentation into introduction, the main body (methods, results) and conclusion (discussion). In introduction part, we are required to greet the audience, introduce our self, explain the purpose of our talk start by introducing the topic, and outline the main points. In stating the purpose and announce the outline of presentation used precise and very simple language. A good introduction will take an audience's attention. The main body (methods and results) is a part we move to a point, outline our talk, state main ideas clearly and present examples, introduce a visual aids in order to engage the interest of audience. Notes that, the information in the body needs to be well structured. The last part is conclusion (discussion), here we require to conclude our talk, summarize the main points, invites questions and comments.

However, there are other facts that need close attention. They are:

1. Analyzing the audience. It is the first thing that should be done. We have to know the background of audience, wants and needs, level of English, and knowledge of the subject. To sum up, different audiences require and are prepared for different amount and depths of information.
2. Determine the aims of presentation. In this stage, restricting your purpose. What exactly do you want to do in this presentation (to inform, to persuade, to teach). Depending on these, the structure and the shape of the presentation will vary significantly.
3. Shape the presentation. Students should gain the mastery of organizing and selecting their arguments or pieces of information so as to respect the time allotted
4. Introduce appropriate visual aids. The main thing is to encourage students to use support material and visual aids. It will help students when presentation and vice versa, help the audience follow the presentation.
5. Gain the audience's attention. The introduction to a presentation is especially important because listeners often decide in the first minute or two whether they want to pay attention to what you are going to say. Gain the audience's attention by connecting their needs/ values/ knowledge to the topic of the speech
6. Familiarize the audience with the aim, content, and the structure of presentation.
7. Prepare a closing summary. The conclusion of your presentation is important because you want to leave a strong impression on your audiences. An effective conclusion develops naturally from the structure and content of the preceding material.
8. Delivery. During the presentation a presenter need to :
 - a. Face the audience (maintain eye contact with the audience as much as possible)
 - b. Use natural hand gestures

- c. Look presentable, it means to dress well, appearance says a lot about someone's personality and confidence.
- d. Speak in a clear and audible voice
- e. Pause periodically, in order to give your audience a chance to digest your information and it also gives them permission to participate.
- f. Be aware that nervousness is to be expected, just should be turned into enthusiasm
- g. Engage your audience by pose a question to see how much they know about the subject you are about to discuss
- h. Give the talk a clear, logical structure with an introduction, the main body and a conclusion.
- i. Emphasize Keywords to allow your audience what they really need to pay attention to; if you speak in the same voice tone throughout the entire presentation, no one knows what is really important.
- j. Make the visual aids clear and easy to understand.
- k. Respond to question politely, good-humoredly, and briefly
- l. Summarize your main points and give a strong concluding remark that reinforces why your information is of value
- m. Invite questions from the audience at the conclusion of your presentation

Furthermore, Brown and Priyanvada has argued (219) that there two main points can be assessed from students' performance during presentation, content and delivery.

1. Content

Content means the appropriate function of the students speaking in class presentation. It is also relating to students' purpose in presenting. In performance, the performers should decide the balance content of speaking with the topic of discussion (Chivers and Michael 72). In addition, the sub indicators in content of speaking performance are purpose, introduction, main idea, supporting point and conclusion (Brown and Priyanvada 219).

Purpose means the clear objective in speaking performance. The performers demand to have a clear purpose in speaking to the audience. Introduction means the speaker or performers give the introductory of speaking in delivering the material to the audience or other group. Main idea means the speakers deliver the content of speaking by using clear main idea that will be discussed in discussion. It is important to be considered, by using clear main idea the audience will get the point of the speaker. Conclusion in delivering the materials is important. It is needed to make a clear explanation when delivering the material.

2. Delivery

Getting means of how the speaker delivers the paper, report or idea to the audience. In addition, Brown and Priyanvada (219) have explained the sub indicators of delivery include speaker gesture, language, pronunciation, visual aids, and respond to the audience. Speaker gesture and body language are used to attract audience attention. It is line with Chivers and Michael (2007: 39) who argues that the speaker or performer need to used gesture body language to attract the attention of the audience while doing performance.

Eye contact with the audience means the speaker attends audience response in discussion. (Chivers and Michael 41) has stated that "Eyes are the best tools for involving the audience in what are you saying". It means good posture, gesture, and movement will support by using eye contact while speak in front of the audience. Notes are kind of visual aids that can be used by the speaker. But in this case, the speaker did not read it verbatim. It is used for remembering the content of the material that will be presented to the audience. Language was natural and fluent are very important in delivering of speaking. The natural and fluent language will give the clear information to the audience. The audience will understand more about the explanation of the discussion by using natural and fluent language.

The rate and volume were appropriate used by the speaker. Speaker's pronunciation and grammar were appropriate. In this case, grammar and pronunciation were the parts of speaking

components. It means the delivering the messages in speaking performance the students need to consider the components of speaking in order to make the speaking better.

Besides, speaker used visual aids, handout effectively. According to Chivers and Michael visual aids are kind of the tools that support the speaker to deliver the performance (105). Visual aids that can be used by the speaker are power point presentation and handout. The speakers are response audience's question. It is need to make clear understanding of the material. The speaker is hoped can explain the content of discussion clearly. In doing speaking performance the speaker need to response audience question.

Meanwhile, (Barras 109) has stated that performance can be assessed from the students. In order to assess students' performance it can be done after class discussion. The students can assess their own performance by considering the audience reaction, students' own feeling, comfortable, fit of the topic, and time allocation. It can be said that performance also can be measured by the students' themselves. The students can know it from the audience feeling and the performer feeling. Besides, the comfortable in presenting the topic and time allocation are also the consideration of assessing the performance.

Evaluating speaking performance can be seen from speaker's pronunciation and grammar, accuracy of the time, long pause and repetition, and speaker's contribution to topic discussion (Richards 39). Speaker's pronunciation and grammar can be included to speaker's speaking components. Long pause and repetition is related to speaker's fluency in speaking. And speaker's contribution to topic discussion is the knowledge of the speaker of the materials discussed.

3. METHODOLOGY

This study was conducted by using a descriptive research. In this particular work, the researcher investigated and identified the problems of English Department students of STKIP PGRI Sumatera Barat in giving classroom presentation. This research was conducted in the English Department of STKIP PGRI Sumatera Barat. The subject of this research was the sixth year students in academic year 2013/2014 who take ESP subject and have classroom presentation activity. The data of this research are collected while teaching and learning process by means of observation, recording, and note taking.

4. RESULTS

The research project has investigated students' problem in giving presentation in the classroom. The result of the research are, students have some problems in delivering and content of presentation. The result indicates that the students need more practice to improve their performance and take more attention about delivering technique in presentation.

Content involved five aspects to be analyzed. First, the purpose or objective of the presentation was accomplished. Second, the introduction was lively and got the attention. Third, the main idea or point was clearly stated toward the beginning. Fourth, the supporting points. The last the conclusion restated the main idea or purpose.

Based on the observation, mostly students introduced the purpose of their presentation, but only few students could introduce the purpose well. Most of the group just greeting the audiences and move to the point of discussion. So the introduction was not lively and did not get the special attention from the audience. Then, the students stated the topic that they want to present in front of the class, but they did not state clearly to the audience. Moreover, they less in supporting points and difficult to developing a strong conclusion. Even they wanted to finish the presentation soon. Topic and purpose of presentation are very important to make clear understanding between speaker and audiences. In fact, the students seem did not aware the topic, purpose, main idea, supporting idea, and conclusion.

Delivery is one of performance aspects that were seen from the students. There are ten items of delivery that was checking from students' speaking performance during class presentation. The aspects included: gesture and body language, eye contact, used notes and did not read the script verbatim, speaker's language was natural and fluent, the appropriate volume, language of speaking components, visual aids, and respond audience questions.

In delivering the materials, the students did not use good speaking components such as pronunciation, fluency, grammar, and vocabulary. According to Brown and Priyanvada (129) speaking components are the important thing to be considered by the speaker in speaking. Speaking components will show speaker's ability to deliver the message to the audience. Moreover, the students seemed monotonous in speaking. They did not pay attention to the audiences. It can be seen the performers did not maintain eyes contact with the audience as much as possible. They did not use natural gesture and body language well in giving presentation. Besides, the students rare engage the audience by pose a question to see how much they know about the subject are being discussed or to make it sure whether the audiences are still following the presentation or not.

In question and answer session, the speakers were busy to prepare the answer of audience's questions and take a long time to answer it. But, generally the students as speakers have the ability to respond the audience's questions. Other problem is students cannot use visual aids effectively. They did not make the visual aids clear and easy to understand. Most of group presents the power point, but only few of them can explain the material clearly and briefly. Most of them just read the points in each slide.

Other result that was found during the research is some groups used Indonesia language more than English during presentation class. It means that the students still cannot use English maximally in giving presentation. Ineffective English language in speaking performance during presentation class was a problem by the students in delivering the materials in front of the classroom.

5. CONCLUSION

Classroom presentation in one of the activity that language teachers bring into the classroom in order to create interactive activity , encourage students to have practice in English language in classroom in natural way, and to improve students' communication and presentation skills. Group presentations require students to work together to plan and to prepare for their presentation.

English department students of STKIP PGRI Sumatera Barat are used to have presentation in the classroom. The lecturers are consistently brought classroom presentation activity. Particularly in ESP Subject, because students will be asked to use English to present in their future jobs. Unfortunately, there are some students still have problems when giving oral presentation in front of their friends. They have problems in content and delivery of presentation.

To overcome these problems, it is important for the lecturer of an oral presentation class to spend time introducing students to both macro and micro skills that they need to give oral presentation. In short, Presentation skills need to be transferred in the classroom by the teacher to prepare students for their further academic career as well as future professional surrounding.

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