

CHAPTER I

INTRODUCTION

1.1 Background of Study

Oral presentation is one of the most challenging skills. Before doing presentation, students are involved to read, research, plan, write, and present (Muhammad, et al., 2013:19). Students have to make an oral communication to express idea or topic by speech or performing. To make an effective presentation, presenters must develop their presentation skill to make the audience easily to understand about the information which is delivered by the presenter. But, EFL students face many problems in their presentation, such as: cannot speak English well, lack of vocabulary, difficult to develop idea, lack of memories, lack of preparation and lack of confidence (Rajoo, 2010:43).

Students have lack of confidence when they have to present in front of the audience, even though their classmate. It is because presentation skill is highly structured, use formal language and involve different way of delivery (Lucas:2004 in Rajoo, 2010: 45).

Before doing a presentation, students have to prepare the material of presentation. They must understand the material well, make some note cards and use presentation aids, like poster and slide to support their presentation (Puerto, et al:2015). According to Duarte (2008) in Sukitkanaporn and Phoocharoensil (2014:94) said that there are three elements which make an effective presentation,

they are: message, visual story, and delivery. Students should use body language and eye contact. It shows that they are confident to speak in front of the audience.

Presentation skill can be learnt. Teacher can develop students' presentation skill using discussion method. Group discussion can help students to gather opinion, idea, and thinking to achieve agreement. Based on Djamarah and Zain (2006) said that discussion method is teaching style which is set up students to solve the problematic question or statement. Class discussion can be done by teacher and students or among students to clarify, express, and pool their opinion about the latest topic in the teaching learning process (Rahman, et al., 2011:86). By discussion, students get new knowledge and experience. Shabani (2007) in Aghaebrahimiya and Mirshahjafari (2015:87) said that group discussion help students to learn, think, and share their knowledge and opinion before having general agreement on the topic. Students will make a small group discussion to collect the topic from many sources, every students should tell their idea, and discuss it together and in the end of discussion, the leader present the result of discussion.

One of key successful presentation is the interaction between presenter and audience. Group discussion can help students to build interaction with others because every student communicates each other which make them more active. In group discussion, every student can develop their communicating skill in their team work (Aghaebrahimiya and Mirshahjafari, 2015:87), because the characteristic of discussion are questioning, listening, responding, and explaining (Edmunds and Brown, 2010:716) which is needed in oral presentation. Harizaj

(2015) with the title “*Discussion as an Active Learning in EFL*” said that using group and discussion methods promote speaking, language acquisition, and active learning. He also said that group discussion build students’ confidence in their learning and their social relationship. However, there is significant correlation between confidence and presentation. Moreover, group discussion focuses in student centered learning. Chang (2010) said that student centered learning is effective to influence students’ performance in science subject. It makes students active to participate in group discussion.

Before doing presentation in whole class discussion, it is better for the teacher uses small group discussion, because there are some of the students who have lack of confidence to speak in front of large audience. Besides, sometimes it can be difficult to involve students in large group discussion (ReCAPP: 2007-2016). It is easier for the teacher managing the students in the use small group discussion which is consist of 3-9 students, is better to maximizes students’ interaction.

Small group discussion may improve students’ critical thinking. Students have to think, analyze, and evaluate the opinion. Then, they get new knowledge which is increase their critical thinking (Sanasutipun, et al, 2009:9). Students will study how to think, find, and gather their opinion in the group and how their attitude, relationship, and responsibility in doing their task.

Previous study showed that the implementation of the Small Group Discussion with Cooperative Learning help students to master their material and develop their cognitive, affective, and psychomotor (Christiani, 2014:3). It means, small group discussion help students to comprehend the material well in the presentation. A

study which is conducted by Dallimore, et al. (2008) noted that there was a significant positive relationship between class discussion and oral communication. If the students active in the group discussion, they practice their English speaking skill which can reduce the anxiety of oral communication. The confident learner can perform better than the diffident learner, because they ready to perform in front of the other (Al-Hebaisy, 2012:64). Contrarily, Brooks (2013:33) has a personal experience with his students, the students were afraid of giving presentation either in the small or large group discussion.

SMA Negeri 1 Kebomas is one of the favorite schools in Gresik. The school is used K13 curriculum which demand students as active learning. The school also has a good skill in English. The teachers usually asks their students to do a presentation.

Based on the previous study, the researcher wants to test the influence of small group discussion toward students' presentation skill at SMA Negeri 1 Kebomas.

1.2 Statement of Problem

From the background of the study, the problem statement can be formulated as follows: is there any significant influence of Small Group Discussion toward students' presentation skill at SMA Negeri 1 Kebomas?

1.3 Purpose of Study

Related to the problem statement, this study is aimed to find out the significant influence of Small Group Discussion toward students' presentation skill at SMA Negeri 1 Kebomas.

1.4 Significance of Study

This study is hoped to give meaningful knowledge both theoretically and practically follows:

Theoretically, the result of the study is to test the hypothesis and to know the significant influence of Small Group Discussion toward students' presentation skill. It also gives a contribution to do an effective presentation and make students a good presenter.

Practically, this study gives positive input to the teacher to enrich their knowledge in teaching English presentation skill. It is also can be an alternative method to improve students' presentation skill in teaching English presentation through small group discussion. For students, it is hoped they can be motivated to increase their communication, especially in presentation, hence they accustomed to be better in speaking formally. Moreover, it can make effective presentation skill.

1.5 Scope and Limitation

a. The subject is the students in the eleventh grade of SMA Negeri 1 Kebomas.

- b. The problem focus on oral presentation skill is handled through Small Group Discussion method.
- c. The research focus on hortatory exposition text in second semester based on standard curriculum (K13).

1.6 Hypothesis of Study

There is significant influence of Small Group Discussion toward students' presentation skill at SMA Negeri 1 Kebomas.

1.7 Definition of Key Terms:

- a. Small Group Discussion : it is a branch of Group Discussion method. Every group consists of 4-5 students. In this method, students will do the task cooperatively to find and make the hortatory exposition text.
- b. Presentation skill : it is an orally communication to tell the argument of the students in the making of hortatory exposition text. They should confidence and use their body language and may use visual aid when presentation time.
- c. Hortatory exposition : hortatory exposition is a text which provide the argument to support the premise. It is consist of thesis, arguments, and recommendation. Students have to read the topic of the text from many sources, then they can make hortatory exposition.